



**THE FUNDAMENTALS OF
WORKING WITH
TEACHING/LEARNING MATERIALS
THROUGH CLIL METHODOLOGY
APPROACH**

*manual for students of higher educational
institutions (electronic edition)*

The invasion of information technologies in education, evolution in the perception of the learning process and its constituents, new developments in teaching methodology and the integral character of communicative connections in all spheres of life create the new professional challenges for the English language teachers.

Let's face them together!

Course title: Methods of teaching foreign languages and cultures

Ministry of Education and Science of Ukraine
Vasyl Stefanyk Precarpathian National University

Diana Sabadash

**THE FUNDAMENTALS OF WORKING WITH
TEACHING/LEARNING MATERIALS THROUGH
CLIL METHODOLOGY APPROACH**
*manual for students of
higher educational institutions
(electronic edition)*

Ivano-Frankivsk
Vasyl Stefanyk Precarpathian National University
2023

УДК 378.016:811.111(075)=111

C12

**Recommended for publication by the Scientific Council
of Vasyl Stefanyk Precarpathian National University**

(Protocol No. 10 dated 28 November 2023)

Reviewers:

Zadorozhna I.P. – Professor, Doctor of Pedagogical Sciences, Professor of the Department of English Philology and English Language Teaching Methodology at Ternopil Volodymyr Hnatiuk National Pedagogical University.

Bystrov Y.V. – Professor, Doctor of Philological Sciences, Head of the Department of English Philology at Vasyl Stefanyk Precarpathian National University.

Romanyshyn I.M. – Associate Professor, Candidate of Pedagogical Sciences, Associate Professor of the Department of English Philology at Vasyl Stefanyk Precarpathian National University.

C12

The Fundamentals of Working with Teaching/Learning Materials through CLIL Methodology Approach: *manual for students of higher educational institutions.* Electronic edition / D. Sabadash (ed.). Ivano-Frankivsk, 2023. 271 p. (For educational, noncommercial purposes)

ISBN 978-966-640-552-7

The aim of this manual is to provide future teachers with in-depth knowledge of foreign language teaching methods and techniques of critical evaluation, selection, adaptation, supplementation and creation of educational materials and resources for specific educational contexts. It consists of the preface, 'Theoretical Preliminaries' section, 'Practical Issues' section comprising 7 sessions, 'Test your knowledge' section, 'Project work' section, 21 appendices and References. The manual involves the use of interactive learning approaches, which include learning based on communicative tasks, the use of case studies, simulations, group projects and problem solving. The introduced activities enable the development of a wide range of personal and professional competences, increase the level of interactivity and turn the student into a subject of the educational process.

УДК 378.016:811.111(075)=111

ISBN 978-966-640-552-7

© Diana Sabadash, 2023

© Vasyl Stefanyk Precarpathian
National University, 2023

CONTENTS

PREFACE.....	5
CHAPTER 1. THEORETICAL PRELIMINARIES.....	8
1.1. TEACHING MATERIALS IN THE FOREIGN LANGUAGE CLASSROOM.....	8
1.2. TYPES OF TEACHING MATERIALS AND THEIR ROLE IN THE FL CLASSROOM..	9
1.3. SUPPORT MATERIALS IN THE EFL CLASS.....	11
1.4. AUTHENTIC MATERIALS.....	13
1.5. EVALUATION CRITERIA FOR TEACHING MATERIALS.....	14
1.6. ADVANTAGES AND DISADVANTAGES OF TEACHER-PRODUCED MATERIAL... 	18
1.7. SPECIFICS OF ELT MEDIATION.....	19
CHAPTER 2. PRACTICAL ISSUES.....	24
2.1. THE GUIDELINES TO THE PRINCIPLES UNDERLYING THE PROCEDURE OF MATERIALS EVALUATION AND SELECTION.....	24
2.2. AUTHENTIC MATERIALS VS AUTHENTIC TASKS IN THE EFL CLASSROOM.....	33
2.3. TEACHER AS A MEDIATOR BETWEEN THE LEARNER AND THE TEACHING/LEARNING MATERIALS.....	40
2.4. THE BASICS OF TEACHING/LEARNING MATERIALS ADAPTATION PROCESS... 	46
2.5. REASONS AND NEEDS FOR SUPPLEMENTATION OF MATERIALS. SUPPLEMENTATION STAGES AND TECHNIQUES.....	55
2.6. PRACTICAL WAYS OF MAKING MATERIALS COMMUNICATIVE.....	63
2.7. WAYS OF MAKING MATERIALS MORE CONTEXT APPROPRIATE.....	73
TEST YOUR KNOWLEDGE.....	81
PROJECT WORK.....	95
PROJECT 1. PROBLEM SOLVING.....	95
PROJECT 2. ANALYSING STUDENTS' PROJECTS ON LEARNING MATERIALS CREATION.....	98
PROJECT 3. MATERIALS CREATION AND DESIGN.....	102
APPENDICES.....	104

APPENDIX 1.....	104
APPENDIX 2.....	155
APPENDIX 3.....	198
APPENDIX 4.....	200
APPENDIX 5.....	204
APPENDIX 6.....	209
APPENDIX 7.....	213
APPENDIX 8.....	224
APPENDIX 9.....	227
APPENDIX 10.....	230
APPENDIX 11.....	231
APPENDIX 12.....	234
APPENDIX 13.....	236
APPENDIX 14.....	240
APPENDIX 15.....	241
APPENDIX 16.....	242
APPENDIX 17.....	249
APPENDIX 18.....	252
APPENDIX 19.....	257
APPENDIX 20.....	260
APPENDIX 21.....	264
REFERENCES.....	268

PREFACE

The invasion of information technologies in education, evolution in the perception of the learning process and its constituents, new developments in teaching methodology and the integral character of communicative connections in all spheres of life create new professional challenges for educators (English language teachers in particular). A modern teacher should be not only aware of these challenges, but also ready to effectively respond to them. In this context educational programs of higher educational establishments are modernized to provide the necessary competences.

The course “Methods of teaching foreign languages and cultures” was incorporated into the educational program of “Secondary education (English language and literature)” specialty 014 Secondary education (by subject specialties) specialization 014.021 Secondary education (Language and literature (English)) to support the future teachers in facing the modern educational trends. The course was part of the New Generation School Teacher project provided by the Ministry of Education and Science of Ukraine and the British Council. This normative discipline “Methods of teaching foreign languages and cultures” comprises 20 ECTS credits. The subject “Working with materials”, which makes part of Module 4 of this general course, is aimed at a fairly wide range of methodological problems. The aim of the subject is to provide future teachers with deeper knowledge of English language teaching methods and specifics of working with teaching/learning materials, to promote their preparation to perform the main professional functions of a foreign language teacher in accordance with the European recommendations on language education and State standards.

This manual is created to support the described course. It consists of the Preface, ‘Theoretical Preliminaries’ section, ‘Practical Issues’ section comprising 7 Sessions, ‘Test Your Knowledge’ section, ‘Project Work’ section, 21 appendices and References. The manual involves CLIL methodology approach, the use of

interactive learning approaches, which include learning based on communicative tasks, the use of case studies, simulations, group projects and problem solving. All these approaches increase the level of interactivity and turn the student into a subject of the educational process. The introduced activities enable the development of a wide range of personal and professional competences. Students improve their critical thinking and decision making skills in unpredictable contexts; raise their ability to learn and continue learning with a significant degree of autonomy; upgrade their ability to search, process and analyze various information resources; enhance their ability to apply knowledge and demonstrate advanced cognitive and practical skills in solving complex professional and educational tasks; refine their ability to work autonomously and in a team; boost their ability to use foreign language in oral and written communication; and better their ability to use information and communication technologies in practical situations of professional or educational activity.

Within the course students have an opportunity to investigate the traditional and modern theories, directions, methods and technologies of foreign language teaching. They solve the main problems of teaching/learning process by means of critical evaluation of textbooks, selection, adaptation, supplementation and creation of educational materials and resources for use in a specific educational context. The incorporated activities enable students to select appropriate strategies, methods, educational activities/materials for teaching language to students of different age groups; plan, organize and carry out the educational process taking into account the psychological and physiological characteristics of students, their needs and interests, as well as the specifics of the subject. They determine the features of various approaches and methods in educational materials and tasks, analyze them in terms of their use for the formation of students' speaking skills in accordance with the defined goals. Performing project work, students select authentic texts for reading and listening, plan and create a series of tasks for the development of receptive and productive skills, intercultural competence, taking

into account the psychological and physiological characteristics of students, their needs and interests, and various educational goals. Information and communication technologies are introduced to solve complex specialized tasks and practical problems in the field of professional activity or education.

D. S.

CHAPTER 1. **THEORETICAL PRELIMINARIES**

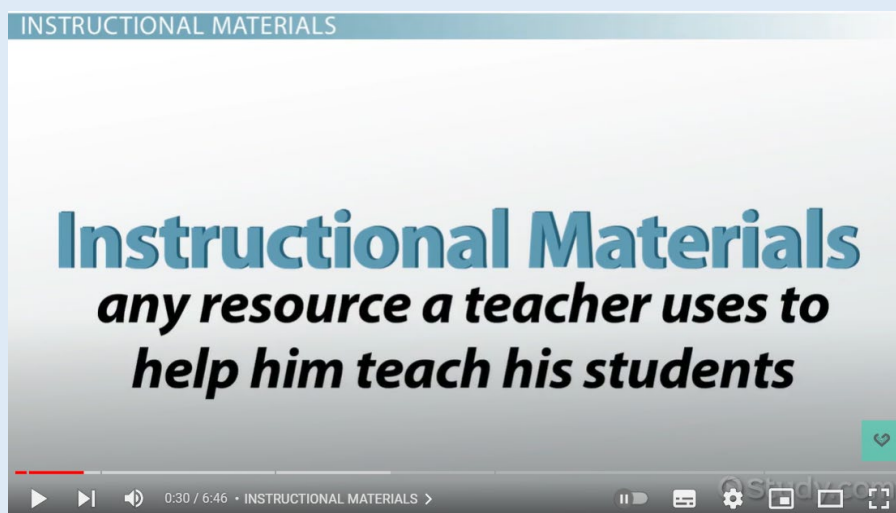
1.1. Teaching Materials in the Foreign Language Classroom

Language learning and teaching is a complex process, which incorporates acquiring, comprehension and usage of language by a student. All the learning context components are interrelated. The effectiveness of the process of learning much depends on teachers' professionalism, methodology and learning strategies used, and teaching/learning materials selected. Teaching materials (TM) play one of the key roles in the process of learning as they support the methods used, motivate students, foster students' interaction, provide the ground for autonomous learning, etc. They help teachers to define instructional objectives, set learning tasks or activities to attain the objectives. TM inform learners of what tasks they have to perform, provide students with guidance in how to perform these tasks and practice for their performing, provide feedback on student's performance, and enhance retention of the skills they acquired through performing tasks. Materials created should be attractive, user friendly and relevant to the learners' needs.

Communicative approach in the EFL classroom states the necessity for the TM to create opportunities for students to use the language in the classroom before using it in real life. Therefore, TM should emphasize the communicative functions of language; reflect students' needs and interests; emphasize skills in using the language; be activity-based; provide balance among the four language skills, though may emphasize more listening and speaking; incorporate contents and methods which reflect the authentic everyday life language; encourage work in groups and pairs; emphasize fluency, not only accuracy.

TASK

Watch a video “Instructional Materials Definition, Examples & Evaluation Video & Lesson Transcript Study com” and analyze how each type of material mentioned in it can be used in the EFL class.



<https://cutt.ly/vXgkeEX>

1.2. Types of Teaching Materials and Their Role in the FL Classroom

Materials in a language classroom include all written, visual, audio content used in the language class, including the coursebook. All they serve for different purposes. EFL teaching materials can be related to as traditional materials which are often contradicted with communicative materials, commercial and non-commercial materials, teacher-developed/adapted/made materials, authentic and non-authentic materials.

EFL materials have two major roles and functions:

- They offer information and data about the English language, and the target social context and culture. EFL materials need to be authentic to be successful in terms of enhancing communication and representing the world outside the classroom;

- They promote learning. Offered activities and tasks challenge the learner's competence. Consequently, the EFL materials should be based on students' needs in real world; challenging, but not too difficult – within students' reach in terms of their knowledge and experience; authentic – reflecting the real life use of the language; highly interesting, novel, meaningful, useful; and introducing both spoken and written standard form.

One of the widely used types of EFL materials are coursebooks. They may serve different functions, depending upon how teachers treat them.

1. Coursebook as a “master” means that the objectives are set by the book not by the teacher depending on the learners' needs, and there is no room for improvisation.

2. Coursebook as a “servant” treatment provides more freedom for improvisation and generation of new content from within and from outside the materials, concentrating on interpersonal relationships in the class.

3. Coursebook as an “end” means teacher teaches ‘through’ materials, starting from the first unit to the next. In this case goals set in the textbook are the only things that students will achieve.

4. Coursebook as a “resource” means it offers information and data about the English language, the social context and the target culture, enhancing the development of communicative skills and obtaining the values. It is possible if the coursebook contains the authentic materials.

5. Coursebook as “teaching aids” means the materials offer activities, tasks and exercises which challenge the competence of the learners and have a role to promote language learning.

6. Coursebook as the “syllabus” means it is written following the order of syllabus items of a particular course. It relieves the teachers from the pressure of having to think of materials for every class. Following the prescribed procedures in the coursebook is close to the treatment of the coursebook as an “end”. It is not motivating and leaves no room for variation.

EFL Learners can treat the coursebook as a self-tutor or as the learning aids, which is positive for autonomous learning.

TASK

Watch a video “Materials development in TESOL: Trends and issues” (<https://www.youtube.com/watch?v=LCme36nU5rU>) and note the advantages and disadvantages of coursebooks mentioned by Professor Braian Tomlinson.



<https://cutt.ly/4Xgxwea>

1.3. Support Materials in the EFL Class

Beside the textbook, which is the core of the learning process, there are additional materials that can be used in the class. Nowadays it is not difficult to find the teaching/learning materials on the internet, in the libraries, or even asking colleagues, but one should know *how*, *why* and *when* to use them. The answers to these questions are much influenced by the reasons, the stage and learner’s need.

Considering the fact that language is learned in the context, the three points of view of the language should be taken into account while selecting the materials. They are structural, functional and interactive. Once the materials are selected, they can be adopted for the specific teaching / learning purposes.

FURTHER READING TASK

Read an article “Analysis of Support Materials in English Language Teaching and Learning.” by M. Kanika Priya. Summarize the most effective ways of using Support Materials in English Language Teaching and Learning mentioned in the article.

Date of Publication: June 30, 2019 | Volume 7, Issue 2 | Pages: 10-13

Analysis of Support Materials in English Language Teaching and Learning

M. Kanika Priya*

Ph. D Research Scholar in English Literature, Pondicherry Institute of Linguistics and Culture, Puducherry – 605 013

*Corresponding author. M. Kanika Priya; Phone: +91-9944611313; E-mail: priyankanika1990@gmail.com

Abstract: The research paper entitled “Analysis of Support Materials in English Language Teaching and Learning” focuses on detailing the aspects of support materials in English language such as Cartoons as Support Material, Newspaper Middle as Support Material, Folk Tales and Anecdotes as Support Materials, Riddles, Crossword Puzzles and Jokes as Support Materials, Proverbs, Limericks and Malapropisms as Support materials. And analyses the Thought this may be true, yet another truth is that one can use support materials and keenly engage the learners in the language learning process by giving them pleasure. Language play is one of the ways in which English teaching and learning can be made an entertaining as well as worthwhile experience.

Keywords: English Language Teaching, English Language Learning.

1. Introduction

The greatest essential challenge for a teacher is that she or he should try to hold the interest of the learners. If the text fails to interest them, the teacher should discover new ideas and unite them into his or her collection. There are sufficient of support materials that can be used for English language teaching or learning purposes in the classroom. Students can be cheered to study and try-out with a large variety of text types such as newspaper middles, cartoons, riddles, jokes, puzzles, limericks, malapropisms, folktales, anecdotes and proverbs. Though these are not likely to be essential for specific exams, but in most cases such activities help in interesting students and developing their appreciation of text types. The language consciousness exercise will lead them to think about words, rhythm, and all the best way of carrying an idea unmistakably and in brief. They are therefore formative as well as worthwhile. They offer a wide range of thought-provoking activities that will develop students’ creative and imaginative writing skills. They can be used as supplementary materials to complement another course and deliver greater emphasis on communicative skills.

One’s aim is to motivate students to grasp various skills and express themselves without obstruction. They should learn to speak and write and take desire in doing so. The focus must be on activities that will lead to open expression. Exercises should be intended in sequence to lead from comprehension of the material to student production. Students will be well prepared to talk and write about a topic after they have worked with texts, developed some vocabulary, and recognized some important issues surrounding

the topic. Production activities must develop certainly out of comprehension activities. Comprehension activities should never be ends in themselves; they should be a means to an end, such as, the basis for production in speech or writing.

The learner should be stimulated to do the numerous tasks by working in pairs or groups but they should keep up their individual records. The individual work put in by the learners will allow them to become independent and overcome their fear of expressing themselves. Language and grammar need not to be focus in the initial stages. We should not be too worried about errors. We should aim for effective communication without stressing mistakes and faults. The support materials taken for analysis in the present paper going to deal with have been selected keeping in mind to brighten language teaching and learning at college level.

2. Analysis of Support Materials in English Language Teaching and Learning

1. Cartoons as Support Material

By means of cartoons in the English classroom can motivate learners. A teacher can select a cartoon and use it as it is or modify it to suit his purpose. According to George Woodard, “modifying a cartoon is a way of discovering and appreciating the creativity of the cartoonist—that rare and enviable ability to take a fresh view of ordinary aspects of the human condition and human behavior” (Woodard 20). One of the most significant pedagogical uses of cartoons is that they encourage learners. They enable student involvement. A teaching aid that inspires learner participation is more encouraging than one that protects the centrality of the teacher. A judicious use of a sequence of cartoons based on

{ 10 }



<https://cutt.ly/jXgc43i>

TASK

Watch a video “20 Best Websites for ESL Teachers” (<https://www.youtube.com/watch?v=7AP78Rcp0vs>) to learn more about the sources of supplementary materials in the EFL class.



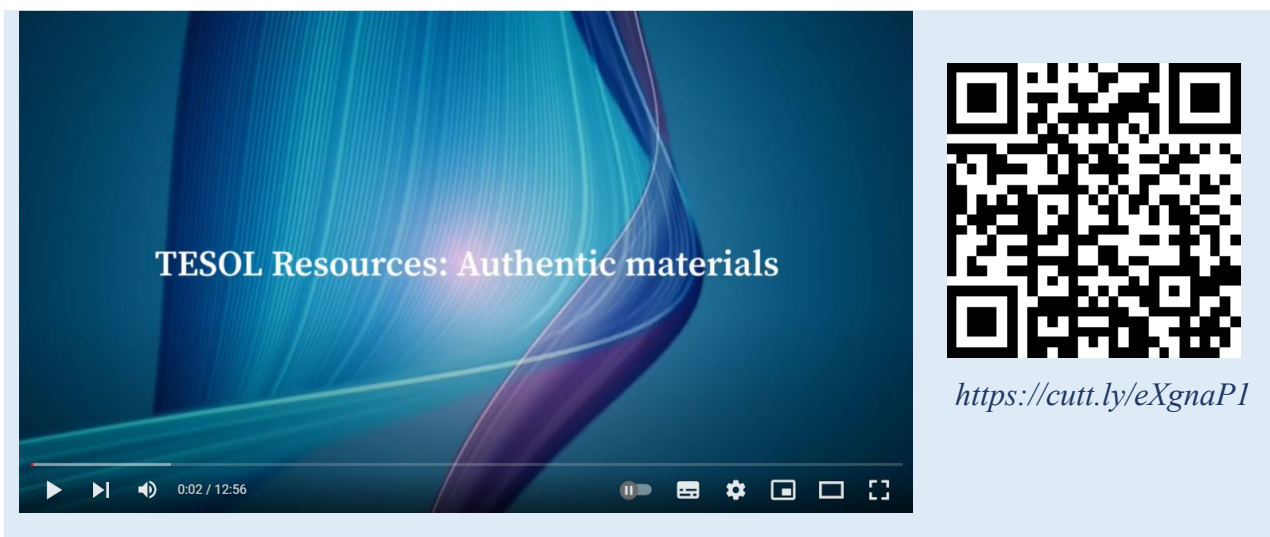
<https://cutt.ly/lXgyYEc>

1.4. Authentic Materials

Materials in the EFL classroom need to be authentic or authentic-like. The definition of the notion “authentic materials” is still disputable among methodologists. An *authentic text* is considered by Morrow (1977) to be “a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of sort.” The common trait in the definitions provided by such investigators as Cook (1981), Harmer (1994), Bacon and Finnemann (1990) is the emphasis on the creator of the message and its purpose, i.e. they are produced by native speakers and for native speakers of the language for their own purposes in daily life. Nevertheless, it is also argued that the language produced by those speaking English as their second or foreign language for real life communicative purposes is perfectly suitable to be used as teaching materials in EFL/ESL classrooms. Consequently, authentic materials are the ones that are not created for the learning purposes and their language component is not artificially constrained, though they can, at the same time, be amenable for exploitation for language teaching purposes. Authentic materials include written and visual ones like: books, pamphlets, brochures, advertisements, magazines, newspaper middles, instructions, videos, cartoons, films, riddles, songs, documentaries, jokes, puzzles, limericks, malapropisms, folktales, proverbs, etc.

TASK

Watch a video “TESOL resources: Authentic materials” (<https://www.youtube.com/watch?v=7gGi0nL0Xcg>) and note down the examples of authentic materials mentioned in it.



TESOL Resources: Authentic materials

<https://cutt.ly/eXgnaP1>

0:02 / 12:56

1.5. Evaluation Criteria for Teaching Materials

The selected activities should encourage students exploit and use the language. They should contain interesting topics for discussion, should be motivating and interesting. Moreover, good TM is characterized by clear instructions which make it understandable for the learners and support learning. To select appropriate TM, teacher must be aware of the evaluation criteria. To investigate some of them, fulfil the following task.

TASK

Watch a video “ESL material evaluation and adaptation” (<https://www.youtube.com/watch?v=kBVey7h5A1Y>). Read through the criteria for coursebook evaluation presented in the table below and decide which ones were mentioned in the video.

"The ability to evaluate teaching materials is a very important professional activity for ESL teachers..."





<https://cutt.ly/PXgQT0J>

CREATED USING POWTOON

English Language Teaching Materials Checklist

Evaluation Criteria	✓
General attributes	
The book in relation to syllabus and curriculum.	
It matches to specifications of the syllabus.	
Methodology	
The activities can be exploited fully and can embrace the various methodologies in ELT	
Activities can work well with methodologies in ELT	
Suitability to learners	
It is compatible to the age of the learners	
It is compatible to the needs of the learners	
It is compatible to the interest of the learners	
Physical and utilitarian attributes	
Its layout is attractive.	
It indicates efficient use of text and visuals.	
It is durable	

It is cost-effective	
Efficient outlay of supplementary materials	
The book is supported efficiently by essentials like audio-materials.	
Learning-teaching content	
General	
Most of the tasks in the book are interesting	
Tasks move from simple to complex	
Task objectives are achievable	
Cultural sensitivities have been considered	
The language in the textbook is natural and real	
The situations created in the dialogues sound natural and real	
Listening	
The book has appropriate listening tasks with well-defined goals	
Task are efficiently graded according to complexity	
Tasks are authentic or close to real language situations	
Speaking	
Activities are developed to initiate meaningful communication.	
Activities are balanced between individual response, pair work and group work.	
Reading	
Texts are graded	
Texts are interesting	
Writing	

Tasks have achievable goals and take into consideration learner capabilities.	
Tasks are interesting	
Vocabulary	
The load (number of new words in each lesson) is appropriate to the level.	
There is a good distribution (simple to complex) of vocabulary chapters and the whole book.	
Words are efficiently repeated and recycled across the book.	
Grammar	
The spread of grammar is achievable.	
The grammar is contextualized.	
Examples are interesting.	
Grammar is introduced explicitly and reworked incidentally throughout the book	
Pronunciation	
It is contextualized.	
It is learner-friendly with no complex charts.	
Exercises	
They are learner friendly	
They are adequate	
They help students who are under/over-achievers	

Adapted from: Sansabila A., Oktima S.R., Retno S D. Evaluation in English Language Teaching. URL: <https://cutt.ly/iZ6pXO1> (Last accessed: 12.08.2022)

1.6. Advantages and Disadvantages of Teacher-produced Materials

Sometimes it is necessary for teachers to create their own TM. These teacher-produced materials have particular *advantages* for the achievement of the learning objectives. One of the main advantages of teacher-produced materials is **contextualisation**. These materials take into account particular learning environment. They are not generic and are aimed at the specific group of learners belonging to a definite cultural and educational context. Such materials can help to deal with the availability or lack of resources, as some teaching contexts will be rich or poor in resources such as coursebooks, supplementary texts, readers, computers, audio-visual equipment and consumables such as paper, pens and so on.

The next advantage of teacher-designed materials is that it is created according to the **individual needs of students** within each context. Teachers can choose from the range of topics, situations, notions, functions, skills, etc, or combine these principles.

Personalisation is one more advantage of teacher-designed materials, as they are based on the students' interests and diversity of learning styles. Such materials increase students' motivation and engagement in learning, provide greater choice, freedom and scope for spontaneity.

An advantage of teacher-designed materials can be considered **timeliness**, as they respond to local and international events with up-to-date, relevant and high interest topics and tasks.

Nevertheless, teacher-designed materials can also have *disadvantages*. They are as follows:

- 1) **Organisation** – teacher-designed materials may lack coherence and a clear progression.

2) **Quality** – teacher-designed materials may contain errors, be poorly constructed, lack clarity in layout and print, lack durability, contain poor choices of texts and visuals, provide no audio or video materials, include unclear instructions.

3) **Time** – the process of creation takes much personal time.

Factors teachers should consider when designing materials are as follows: learners, curriculum and the context, resources and facilities, personal confidence and competence, copyright compliance and time.

TASK

Watch a video “Unit 16 Materials for TESOL” (<https://cutt.ly/IXxVWFj>) and note down the tips for the successful creation of teaching materials.

Tips for creating materials

- Use authentic language
- Target appropriate level
- Integrate variety
- Manage your time



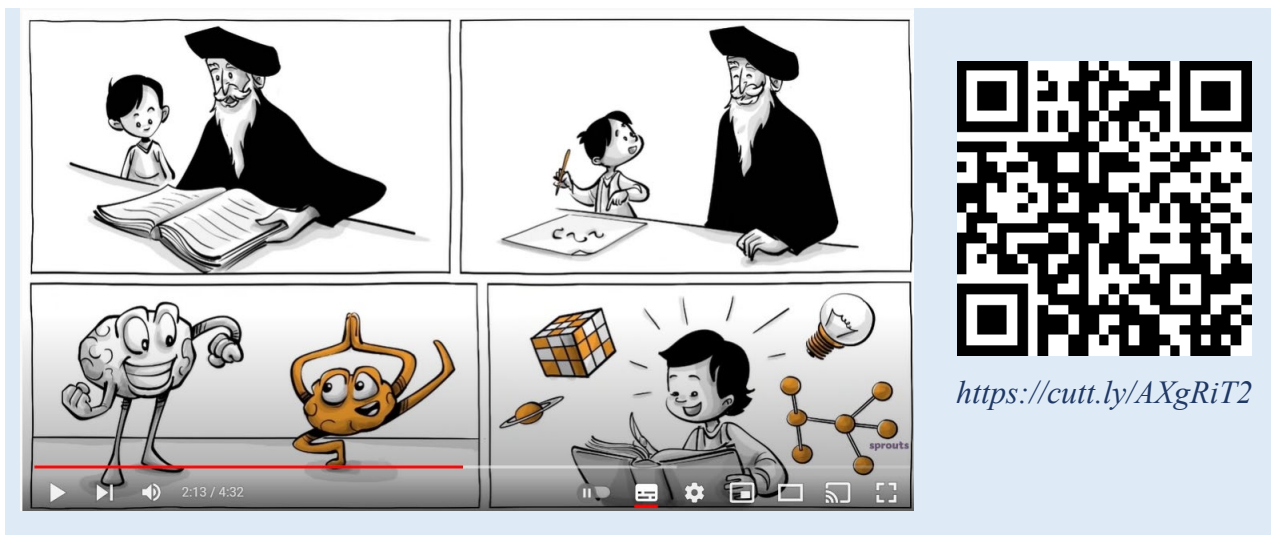
<https://cutt.ly/3XgQ4Cr>

5:08 / 7:37

1.7. Specifics of ELT Mediation

TASK

Watch a video “The Feuerstein Method: Learning Through Mediation” (https://www.youtube.com/watch?v=_KO13S5z-Ak) and answer the question: *Have you ever experienced “The Feuerstein Method” in learning a foreign language?*



Teachers' role is extremely important in language teaching. Their performance at class influences their students through teachers' self-esteem and creation of warm atmosphere. On the bases of the theory of affective factors methodologists distinguish between three basic roles of teachers: "lecturer", "teacher", and "facilitator". "Lecturers" are those who tend to merely encounter for their professional skills but neglect teaching methodology. "Teachers" possess professional skills and teaching methodology but rarely take care of students' affective experience. "Facilitators" possess characteristics of the two previous ones but also help students to raise their self-consciousness while caring for their affective state and learning process.

Teacher's democratic behavior as an organizer, encourager and guide should be aimed at the creation of a student-centered classroom. Understanding and fostering of inner factors, students' learning strategies, learning outcomes and the combination of intelligence and affection in learning promote the whole-person development. Consequently, learners should be provided with trust and emphatic understanding and be treated as individuals with specific needs.

Introduction of the mediated learning experience plays an important role in the class. A system of the MLE criteria was developed to identify mediation interaction. It comprises the following constituents: 1) Significance of a learning

task, 2) Purpose in the future beyond the moment and situation at present, 3) Shared intention is understood and reciprocated by learners in presenting a task, 4) A sense of competence and capability of learning, 5) Students' self-control of their behavior to achieve autonomous learning procedure, 6) Goal-setting and locating the approaches for realizing the established achievable targets, 7) Challenge – to develop an internal need to confront and to seek for new challenges in life, 8) Awareness of changeable character of humans and the world they live in, 9) A belief in positive outcomes and inevitable possibility of finding a solution, 10) Sharing in order to perceive that some problems should be addressed collaboratively, 11) Individuality in terms of unique aspects, 12) A sense of belonging to the whole class community in the process of completing a learning task.

In ELT mediation signifies a new way of relating to and interacting with the other. While mediating, the teacher is charged with the role of teaching, modeling language skills and efficient communication. Mediation work can take the forms of mediating a text, mediating a concept and mediating communication.

In text mediation the teacher conveys messages found in a text to lift linguistic, cultural, or other barriers in someone's understanding.

Mediating a concept, teacher facilitates students' access to knowledge and concepts, which are relevant to the topic of the lesson. Both teachers and students, as mediators of concepts, are engaged in construction, co-construction, and elaboration on the given topic. Mediating concepts, students learn to identify patterns, explore correlational relationships, and draw conclusions, develop their language skills while negotiating the concept and co-constructing its traits and properties.

The aim of mediating communication is aimed at facilitating the understanding and shaping successful communication between learners of different individual, sociocultural, sociolinguistic or intellectual backgrounds. It evolves

developing a safe space for communication and/or collaboration without inhibitions.

Particularly in English Language Teaching, mediation helps in achieving the current combinations of needed skills; building relationships and conducting interactions within/beyond work life; empathizing and understanding renewed significance in the marketplace, etc. Mediation in class is teaching and modeling students' efficiency, empathy, and awareness.

References:

1. Bacon S. M., Finnemann M.D. A study of attitudes, motives, and strategies of university foreign language students and their disposition to authentic oral and written input. *The Modern Language Journal*, 74(4), 1990. P. 459-473.
2. Cook V. Using authentic material in the language classroom. *Modern English Teacher*, Volume 9, Issue 14, 1981. P. 3-7.
3. EFL Materials: Their Types, Roles, and Functions in the English Teaching and Learning Process URL: <https://cutt.ly/cZ6pg7g> (Last accessed: 12.08.2022).
4. English language. *Encyclopædia Britannica online*. URL: <https://www.britannica.com/topic/English-language> (Last accessed: 12.08.2022).
5. Hajrulla V., Harizaj M. Selecting and Developing Teaching/Learning Materials in EFL classes URL: <https://cutt.ly/8Z6pnVe> (Last accessed: 12.08.2022).
6. Harmer, J. *The Practice of English Language Teaching*. London: Longman, 1994. 448 p. URL: <https://cutt.ly/BZ6pJ9C> (Last accessed: 12.08.2022).
7. Hasan A. Teachers' role toward students' affective factors in English teaching and learning process. International Seminar, 2012. URL: <https://cutt.ly/QZ6p9mY> (Last accessed: 12.08.2022).

8. Howard J., Major J. Guidelines for Designing Effective English Language Teaching Materials Christchurch College of Education. URL: <https://cutt.ly/pZ6pMcW> (Last accessed: 12.08.2022).
9. Morrow K. (1977). Authentic texts and ESP / In S. Holden (Ed.), *English for Specific Purposes*. London: Modern English Publications, 1977. P. 13-17.
10. Nurhasanah N. An analysis of teacher as mediator in class. *ENGLISH REVIEW: Journal of English Education*, Vol. 3, Issue 1, 2014. ISSN 2301-7554 URL: <http://journal.uniku.ac.id/index.php/ERJEE> (Last accessed: 12.08.2022).
11. Priya, M. K. Analysis of Support Materials in English Language Teaching and Learning. *International Journal of Business and Management Research*, Volume 7, Issue 2, 2019. P. 10–13. <https://doi.org/10.37391/IJBMR.070201> URL: <https://cutt.ly/AZ6pOUI> (Last accessed: 12.08.2022).
12. Sansabila A., Oktima S.R., Retno S D. Evaluation in English Language Teaching. URL: <https://cutt.ly/iZ6pXO1> (Last accessed: 12.08.2022).
13. Skoulika K. Becoming Agents of Change: Mediation in the ELT Classroom, 2022. URL: <https://www.teachers-corner.co.uk/mediation-in-elt/> (Last accessed: 12.08.2022).
14. Tran-Thanh V. Authentic Materials in Teaching English: A Reconsideration of Existing Definitions *Materials of the SEAMEO 8th International Conference on TESOL: ELT in the 21st Century: Challenges & Opportunities*, 2017. DOI:10.13140/RG.2.2.18202.13766 URL: <https://cutt.ly/OZ6pDxc> (Last accessed: 12.08.2022).
15. Xiongyong, C. Cognition of mediation among secondary school EFL teachers in China. *International Journal of Business and Social Science*, Vol. 3, Iss. 14, 2012. P. 233-244. URL: <https://cutt.ly/2Z6aytQ> (Last accessed: 12.08.2022).

CHAPTER 2. PRACTICAL ISSUES

2.1. THE GUIDELINES TO THE PRINCIPLES UNDERLYING THE PROCEDURE OF MATERIALS EVALUATION AND SELECTION

Activity 1: Investigating the topic of the session.

Task 1. Work in pairs to underline the key words in the objectives below.

Objectives

By the end of the session students will:

- ✓ be aware of the procedure of materials evaluation and selection;
- ✓ be able to identify the principles underlying the above-mentioned processes (e.g. age, culture, appropriateness, user friendliness);
- ✓ have a practical experience of applying the existing criteria for the evaluation and selection of course-books.

Task 2. Share your ideas with the group.

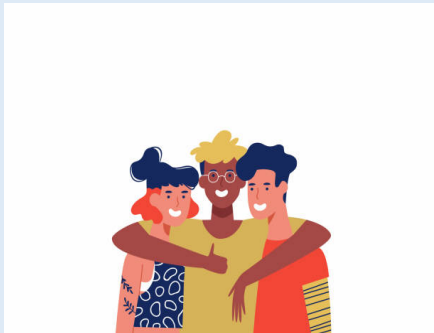
Activity 2: Exploring students' background knowledge.

Task 1. Work in small groups (**Online:** Use breakout rooms during online learning). Look at the pictures below. Analyse the metaphors which they represent (COURSEBOOK IS A SPRING-BOARD, COURSEBOOK IS A FRIEND, COURSEBOOK IS A MINEFIELD) to determine the attitudes and emotions transferred. Think of the reasons that lead to them.



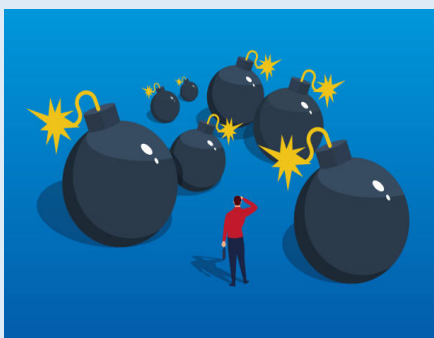
<https://cutt.ly/xXkOr0N>

COURSEBOOK IS A SPRING-BOARD



<https://cutt.ly/bXkOqxb>

COURSEBOOK IS A FRIEND



<https://cutt.ly/vXkOkgK>

COURSEBOOK IS A MINEFIELD

Task 2. Share your ideas with the group.

Task 3. Work in the brainstorming mode. Think of your attitudes to the coursebooks you worked with and try to use your own metaphors to present them to the class. Give reasons for your choice.

Task 4. Working with the jamboard, make a list of the functions that coursebooks perform (e.g. a syllabus, a resource, a reference book, etc). Start from those which you consider the most important ones.

In the brainstorming mode answer the questions: Are these functions related to the metaphors you presented? In what way?

Activity 3: Comparing local and global course-books. Distinguishing the differences between course-books and other types of books

Task 1. Work in 4 groups (**Online:** Use breakout rooms during online learning). Have a quick look at the sample copies of the local and global books in **Appendix 1 (Group 1, Group 2)** and **Appendix 2 (Group 3, Group 4)**.

Group 1 think of at least 3 strengths of global books.

Group 2 think of at least 3 weaknesses of global books.

Group 3 think of at least 3 strengths of local books.

Group 4 think of at least 3 weaknesses of local books.

Make short presentations of your findings.

Task 2. In the brainstorming mode answer the question: *Do all the given sample copies of books represent traditional course-books?*

Online: Use the technical capabilities of **Mentimeter** (www.mentimeter.com) to get the students' opinion. Provide students with three variants of the answer: YES / NO / OTHER VARIANT. Analyse the results.

Task 3. Sum up the advantages and disadvantages of the analysed course-books in the table below.

Online: Students work on jamboard.

THE ADVANTAGES AND DISADVANTAGES OF GLOBAL AND LOCAL COURSE-BOOKS

Course-book	Advantages	Disadvantages
Global

Local
--------------	-------	-------

Activity 4: Going deeper into the criteria of evaluating a course-book

Task 1. Work in four groups (**Online:** Use breakout rooms during online learning). Look at the copies of a course-book *World Club 2: Students' Book* by Harris M., Mower D. in *Appendix 1*.

Group 1: List the advantages of the book from the point of view of a teacher.

Group 2: List the disadvantages of the book from the point of a teacher.

Group 3: List the advantages of the book from the point of view of a learner.

Group 4: List the disadvantages of the book from the point of view of a learner.

Use the table below to represent your findings to the rest of the group and create the consolidated table.

Online: Students work on jamboard.

Tips:

Examples of positive features: modern methodology, relation to syllabus and curriculum, the use of authentic materials, focus on skills, sociocultural component, sequencing from simple to complex tasks, variety of activities, interesting topics, meets the learners' needs, etc.

Examples of negative features: insufficient recycling of the language material, no revision tests, no materials about Ukraine, layout is not attractive, not clear grammar material explanations, etc.

Coursebook content constituents	Advantages	Disadvantages
1. Activities 2. Language content 3.	creative exercises, meaningful, with the appropriate level of challenge authentic language that you can hear 'on the street'	exercises too mechanical, lacking in meaning, too complicated

Task 2. In the brainstorming mode compare the lists and agree on the features you consider positive and negative.

Activity 5: Investigating the questions to be asked in the process of coursebook evaluation

Task 1. Work in small groups (**Online:** Use breakout rooms during online learning). Using *iSpring QuizMaker* group the questions under the headings:

HEADINGS	QUESTIONS
General attributes	
Methodology	
Content	
Skills and strategies	
Activities	
Language	
Layout	

User-friendliness	
--------------------------	--

1. Is the grammar contextualized?
2. Is it natural and real?
3. Is it engaging?
4. Is the language recycled?
5. Are assessment tasks varied?
6. Can the activities be exploited fully and embrace the various methodologies in ELT?
7. Are pictures informative?
8. Are the task objectives achievable?
9. Are test formats familiar to students?
10. Is there balance between skills?
11. Can activities work well with methodologies in ELT?
12. Are the interaction patterns varied?
13. Are any study tips given?
14. Is it age-appropriate?
15. Are different kinds of reading/ listening/ speaking/ writing activities practiced?
16. Are they logically sequenced?
17. Is it culturally appropriate?
18. Does it match to specifications of the syllabus?
19. Is there a balance between accuracy and fluency?
20. Is it meaningful?
21. Is it relevant to the syllabus and curriculum?
22. Is it visually attractive?

23. Is it accurate?
24. Does it care for different learning styles?
25. Is it clearly set out?
26. Are instructions clear?
27. Is it up-to-date?
28. Are the essentials like audio- and video-materials provided?

Teacher tips:

This activity can be done in class – using paper cuts or online – using *iSpring QuizMaker*.

Task 2. To check the results, look in *Appendix 3*.

Activity 7: Evaluating a course-book

Task 1. Work individually. Look at the materials in *Appendixes 1, 2*. Evaluate your course-book copies individually against the criteria in *Appendix 3*.

Note. Each student is assigned one book from the *Appendixes 1, 2* for the evaluation process.

Task 2. Students, who evaluated the same course-book, group and compare your answers (Online: *Use breakout rooms during online learning*).

Task 3. Compare the results during the whole class discussion.

Task 4. Summarize the main points.

Activity 6: Summary and round-up

Try to summarize what you have learnt during the session by writing your ideas on the pieces of paper and sticking them on the board (*using jamboard stickers in the online variant*).

2.2. AUTHENTIC MATERIALS AND AUTHENTIC TASKS IN THE EFL CLASSROOM

Activity 1: Investigating the topic of the session.

Task 1. Read the topic of the session. In the brainstorming mode try to predict which problematic issues you are going to work with during the session.

Task 2. Working in pairs, read the objectives below to check your answers.

Objectives

By the end of the session, students will be aware of:

- ✓ what are the characteristics of the authentic material and authentic task
- ✓ difference between authentic materials and authentic tasks

able to:

- ✓ justify the use of authentic materials for teaching/learning
- ✓ select authentic materials for teaching purposes using the definite criteria

Activity 2: Investigation of the notion “authenticity of materials” by means of students’ background knowledge

Task 1. Work in pairs. Think of the information materials you used today and the previous day out of class. *What other information materials you usually use in your everyday life? Why? What materials you use in class? Why? Is there any difference between the information materials you use in class and in everyday life? Why/Why not?* Give reasons. Share your ideas with the whole group.

Online: Use the technical capabilities of Mentimeter (www.mentimeter.com) or WordClouds (WordClouds.com) to get the students' ideas.



<https://cutt.ly/8LzaHCo>

Task 2. Work in groups of five (**Online:** Use breakout rooms during online learning). Look through the given samples of printed materials (**Appendix 5**). In the pairs of example materials define those produced for in-class and everyday usage. Present your findings to the rest of the class and compare your ideas (**Online:** Students work on jamboard). Give reasons for your opinion.

Activity 3: Interpreting the notion “authentic tasks”, its types and characteristics

Task 1. Work in groups of five, discussing the question: “What is an authentic task?” (**Online:** Use breakout rooms during online learning).

Task 2. Read the first paragraph of the article “Authentic Task” (**Appendix 6**). Compare your opinions in groups with the information given in the article.

Task 3. Scan the rest of the article “Authentic Task” to sort out the characteristics of traditional and authentic tasks and match them in the table below.

Traditional	Authentic
Selecting a Response	Direct Evidence
Recall/Recognition	Performing a Task
Contrived	Student-structured
Indirect Evidence	Construction/Application
Teacher-structured	Real-life

Task 4. In the brainstorming mode think of other examples of authentic tasks.

Activity 4: Obtaining the skills to differentiate between authentic materials and authentic tasks

Task 1. Work in two groups.

Group 1. Single out all the examples of authentic materials in the list given below and write them on a separate sheet of paper.

Group 2. Single out all the examples of authentic tasks in the list given below and write them on a separate sheet of paper.

Exchange the lists and compare your answers. The group which is the first to complete the task and has more correct answers is the winner.

(Online: *Students work on jamboard***).**

Ordering decimals, literary journal reflections, homework reflections, article reflections / rubric, coupons, figural representation (e.g. diagram, web,

rubric), order forms, receipts, goal setting, question generation, explain our solution, calendars, TV guides, food labels, magazines, writing a topic sentence, identifying a theme, ebooks, movies, making predictions, brief summaries, peer editing, journal response, utility bills, conducting bank transactions, utilizing library services, websites, evaluating work of others, traffic tickets, greeting cards, self-assessment, self and group evaluation, computer catalog search, reading fluently, street signs, newspapers, phone messages, radio broadcasts, podcasts, videos and DVDs, television programs.

Task 2. Try to formulate the main difference between authentic materials and authentic tasks on the bases of the results of the previous activity.

Activity 5: Analysing the advantages and disadvantages of authentic materials for being used in teaching

Task 1. Work in groups (**Online:** Use breakout rooms during online learning). Look at the texts in the materials from *Appendix 5* and discuss them according to the advantages and disadvantages for teaching/learning purposes.

Task 2. Make short presentations of your analyses.

Task 3. Compare the information provided by the groups to work out a common list of advantages and disadvantages of authentic materials. (**Online:** Students work on jamboard).

Activity 6: Defining the criteria for the authentic materials selection

Task 1. Watch the example of the authentic video material on the link below.



Task 2. Answer the following questions based on the previous video:

Can it be used for teaching? Why? Why not?

How can we define whether the authentic material or task is appropriate for being used in teaching school children?

In which teaching/learning context can it be used? Why do you think so?

Task 3. Work in groups of 5 to make up lists of criteria that can be used for selecting authentic materials and tasks. (**Online:** Use breakout rooms and jamboard during online learning). **Think:** What should be taken into account when selecting the authentic materials for the learning purposes?

Task 4. Compare your lists with the one given below.

Criteria for the selection of authentic materials

- The authentic materials correspond to the topic and objectives of the lesson.
- The authentic materials correspond to the learners' needs.
- The authentic materials correspond to the learners' age.
- The authentic materials correspond to learners' level of knowledge of English.

- The authentic materials are informative.
- The authentic materials booster intrinsic motivation.
- The authentic materials are up-to-date.
- The authentic materials represent common communicative situations typical for behaviour of the native speakers.

- The authentic materials promote cultural awareness.
- The authentic materials represent literate language.
- The authentic materials are socially acceptable.
- The size of authentic materials is appropriate for the lesson.

Task 5. Make the consolidated list of criteria. (**Online:** *Students work on jamboard*).

Task 6. Return to the example of the authentic video material given at the beginning of the activity and define the appropriateness of the material for the learning context given below by applying the criteria from the consolidated list.

Learning context:

Form – 8 (13-14 years);

Number of students – 12;

Learners' needs – the need to communicate effectively, the need to be familiar with the language system, the need for challenge, the need to take on more responsibility for their own learning, the need for cross-cultural awareness, etc;

Level of English – 9 students with pre-intermediate level and 3 with intermediate;

Learning styles – various;

Intelligences – various;

Motivation – both extrinsic and intrinsic (6 – well motivated, 4 – with unstable motivation, 2 – nonmotivated);

Interests – sports, music, computer games, painting, traveling, engineering, blogging, etc;

Equipment – board, tape recorder, TV, multimedia board, projector, several computers with headphones and microphones, screen, etc.

Lesson topic – science in our life.

Activity 7: Summarizing.

Sum up what you have learnt during the session by formulating 3 sentences on the piece of paper. Exchange your papers with the partner and compare your answers. (**Online:** *Students work on jamboard*).

Activity 8: Follow-up task.

Work individually. Prepare your own selection (not less than 10 examples) of the authentic materials on different topics.

Notes

2.3. TEACHER AS A MEDIATOR BETWEEN THE LEARNER AND THE TEACHING/LEARNING MATERIALS

Activity 1: Investigating the topic of the session.

Task 1. Work in pairs to underline the key words in the objectives below.

Objectives

By the end of the session, students will be aware of:

- ✓ the specifics of relationships between a teacher, students and materials
- ✓ the teacher's role of a mediator;

and will be able to:

- ✓ identify the means of mediation
- ✓ provide recommendations which will help teachers to establish good relationships between students and materials.

Task 2. Share your ideas with the group.

Activity 2: Warm-up

Task 1. Participate in the whole class discussion. Read the quotation below and answer the questions: *Do you agree with the quotation? Why / Why not?*

“The best teachers are those who show you where to look, but don't tell you what to see” (Alexandra K. Trenfor).

Activity 3: Activating students' background knowledge

Task 1. Work in 3 groups (**Online:** Use breakout rooms during online learning). Make the list of the ways a teacher works with materials at school

(group 1), university (group 2), and during your observation teaching practice (group 3), while reflecting upon the following questions:

-What did the teachers do with the materials?

-What did the learners do with the materials?

-What was the relationship between the teacher, the learners and materials?

(Online: Students work on jamboard).

Task 2. Identify the most and the least effective ways of working with materials.

Task 3. Compare the results of your findings with the representatives of other groups.

Activity 4: Analyzing the ways in which teacher can mediate

Task 1. Skim the information presented below concerning the role of a teacher as a mediator.

Coursebooks identify the main role of a teacher as that of a guide, facilitator or monitor rather than director. Teacher is supposed to guide learners through the learning process, with support from the coursebook, and to monitor student progress, correcting errors when this is useful for the learning process. There is also considerable emphasis on teacher's role in promoting learner independence while working with the learning materials. Teacher should encourage students to work without his/her intervention. The teacher's task is to assist the process by which students arrive at an answer.

The teacher acts as a presenter of material, manager of learning resources and activities, and informant for the students. He/she provides warm-up introductory activities to lead into the lesson; presents the new material; provides explanations where needed; directs students to move from one exercise or activity to another; monitors student performance; corrects or explains where necessary;

encourages personalized application of the language; suggests further practice material from the revision section and the Workbook.

Adapted from: Cunningsworth A. *Choosing Your Coursebook*.

Thailand: Macmillan and Heineman, 2008. P. 110-111.

Task 2. Work in three groups further divided into three subgroups (**Online:** Use breakout rooms during online learning).

Group 1: Watch a video “ESL - Teaching English in China: Grade 1 (Demo lesson)” (<https://cutt.ly/gC8rsEv>) and discuss whether the observed behavior of a teacher corresponds to the teacher’s role as a mediator.

Group 1. Subgroup 1. time interval: 01:00 -05:00;

Group 1. Subgroup 2. time interval: 05:00-10:00;

Group 1. Subgroup 3. time interval: 10:00-14:01.



<https://cutt.ly/gC8rsEv>

Group 2: Watch a video “ESL in China - Full Grade 5 Lesson Video - If/Should and Ailments” (<https://cutt.ly/NC8tSgE>) and discuss whether the observed behavior of a teacher corresponds to the teacher’s role as a mediator.

Group 2. Subgroup 1. time interval: 01:00 -05:00;

Group 2. Subgroup 2. time interval: 15:00-20:00;

Group 2. Subgroup 3. time interval: 23:00-28:00.



<https://cutt.ly/NC8tSgE>

Group 3: Watch a video “*English Demo Lesson (with commentary)*” (<https://cutt.ly/eC8uq0m>) and discuss whether the observed behavior of a teacher corresponds to the teacher’s role as a mediator.

Group 3. Subgroup 1. time interval: 01:00 -05:00;

Group 3. Subgroup 2. time interval: 05:00-10:00;

Group 3. Subgroup 3. time interval: 10:00-15:06.



<https://cutt.ly/eC8uq0m>

Task 3. Continue working in the same three major groups. Identify the ways of mediation used by the teacher and reflect them on a poster (**Online:** *jamboard page in online format*).

Task 4. Share your findings with the other group.

Task 5. Working as one group, create a list of the ways of mediation.

Activity 5: Investigating the factors that influence mediation process

Task 1. In the brainstorming mode elicit your ideas on how the learners' age influences the way the teacher mediates between a learner and material.

Task 2. Work in 3 groups corresponding to young learners (group 1), teenagers (group 2) and adult learners (group 3) (**Online:** *Use breakout rooms during online learning*). In each group choose the cards with the assigned roles (teacher+student 1, student 2, student 3, etc.). Groups role-play in turns a fragment of the lesson from a coursebook on the given topic (**Appendix 7**), showing how the teacher works with the materials. Get ready to provide your feedback to other groups.

Activity 6: Consolidating the obtained knowledge

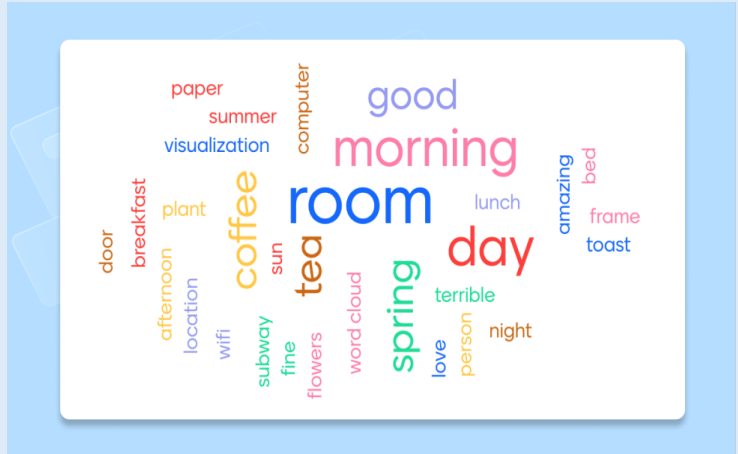
Task 1. Work in 4 groups to create a metaphor to illustrate the relationship between a teacher, a learner and materials. (**Online:** *Use breakout rooms and jamboard during online learning*). Present your ideas to the class.

Task 2. Reflect upon the session procedure, taking into account the relationship between a teacher, a learner and materials.

Activity 7: Summary and round-up

Task: Summarise what you have learnt during the session providing **5 key words**.

Online: Use the technical capabilities of Mentimeter (www.mentimeter.com) or WordClouds (WordClouds.com) to get the students' ideas.



<https://cutt.ly/8LzaHCo>

Activity 8: Follow-up task

Task 1. Attend an English lesson at school and focus on the relationship between a teacher, a learner and materials.

Task 2. Write a 100-word summary on the topic “How can I apply the acquired knowledge from the session and school observation to my future teaching?”

Notes _____

2.4. THE BASICS OF TEACHING/LEARNING MATERIALS ADAPTATION PROCESS

Activity 1: Investigating the topic of the session.

Task 1. Read the topic of the session. In the brainstorming mode try to predict which problematic issues you are going to work with during the session.

Task 2. Working in pairs, read the objectives below to check you answers.

Objectives

By the end of the unit, students will be aware of:

- ✓ reasons and needs for adaptation and supplementation of materials
- ✓ a range of ways and means of adaptation
- ✓ the adaptation stages and techniques

and will be able to:

- ✓ adapt and design the coursebook unit, text and activity for a specific learning and teaching purposes
- ✓ understand whether adaptation is appropriate or not

Activity 2: Exploring background knowledge

Task 1. Work in pairs (**Online:** Use breakout rooms during online learning).

Complete the sentences given below and share the results with your partners.

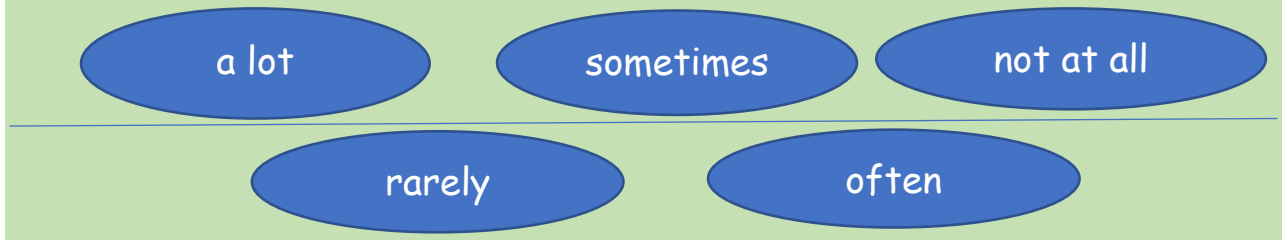
- a. *When I learnt a foreign language at school, the coursebook ...*
- b. *The best kind of coursebook for a language student...*
- c. *If I wrote a coursebook, I ...*

Activity 3: Raising students' awareness of the factors influencing the process of adaptation of materials

Task 1. Come up to the board. Choose one of 5 standing points (a lot, often, sometimes, rarely, not at all) in the classroom while answering the question: *Being a teacher, will you use a textbook a lot, often, sometimes, rarely or not at all?*

Teacher tips:

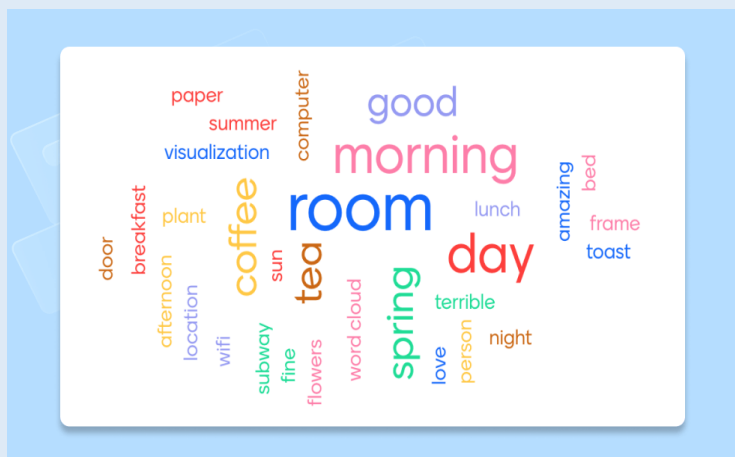
In the **online** format students can put a marker on the slide near the statement they support.



Task 2. Explain your choice of the standing point.

Task 3. Answer the question: *What will you do if the book is not completely relevant?*

Optional online: Use the technical capabilities of *Mentimeter* (www.mentimeter.com) or *WordClouds* (WordClouds.com) to get the students' ideas.



<https://cutt.ly/8LzaHCo>

Task 4. Participating in the whole class discussion. Think of the factors that influence the process of adaptation of learning materials.

Task 5. Using the information given below, discuss in pairs whether all the factors which influence the process of adaptation have been mentioned.

Why adapt coursebooks?

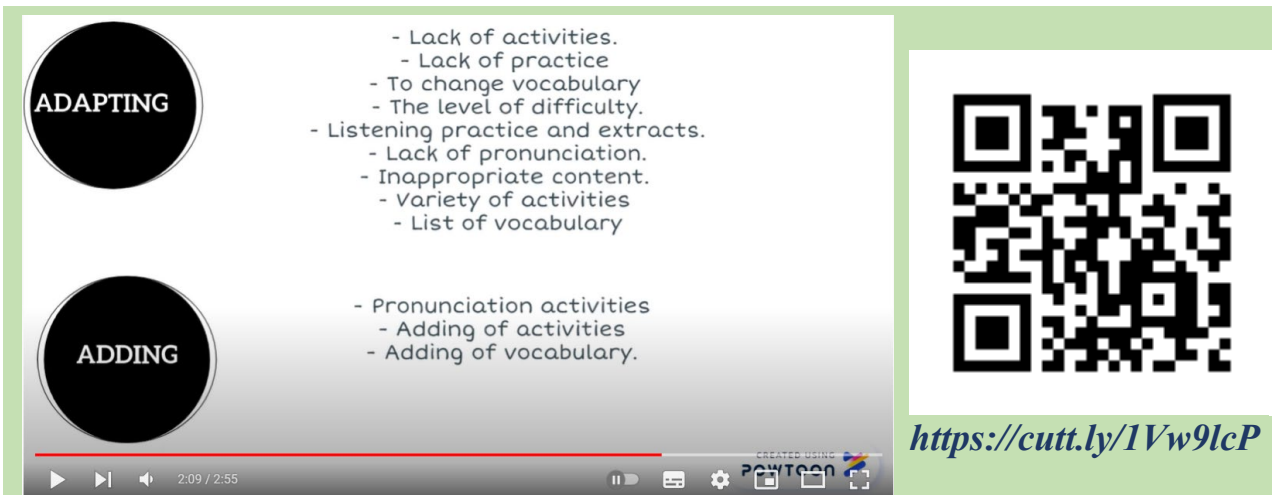
Every learning /teaching situation is unique and depends on definite factors. Some of them are presented below:

- ✓ the dynamics of the classroom
- ✓ the personalities involved
- ✓ the constraints imposed by syllabuses
- ✓ the availability of resources
- ✓ the expectations and motivation of the learners

The material can nearly always be improved by being adapted to suit the particular situation where it is being used.

Adapted from: Cunningsworth A. *Choosing Your Coursebook.* Thailand: Macmillan and Heineman, 2008. P. 136.

Optional: Watch the video “ESL MATERIAL EVALUATION AND ADAPTATION” (<https://www.youtube.com/watch?v=kBVey7h5A1Y>). Using the information presented in it, discuss in pairs whether all the factors which influence the process of adaptation have been mentioned.



The video player shows a presentation slide with two main sections: 'ADAPTING' and 'ADDING'. The 'ADAPTING' section lists the following factors:

- Lack of activities.
- Lack of practice
- To change vocabulary
- The level of difficulty.
- Listening practice and extracts.
- Lack of pronunciation.
- Inappropriate content.
- Variety of activities
- List of vocabulary

The 'ADDING' section lists the following factors:

- Pronunciation activities
- Adding of activities
- Adding of vocabulary.

On the right side of the slide, there is a QR code and a URL: <https://cutt.ly/1Vw9lcP>

Activity 4: Raising students’ awareness of the reasons and needs influencing the process of adaptation of materials

Task 1. Work in groups. Make an A & D chart for coursebook use, incorporating the information given below. Be ready to present your findings on flipcharts. (**Online:** Use breakout rooms and jamboard during online learning)

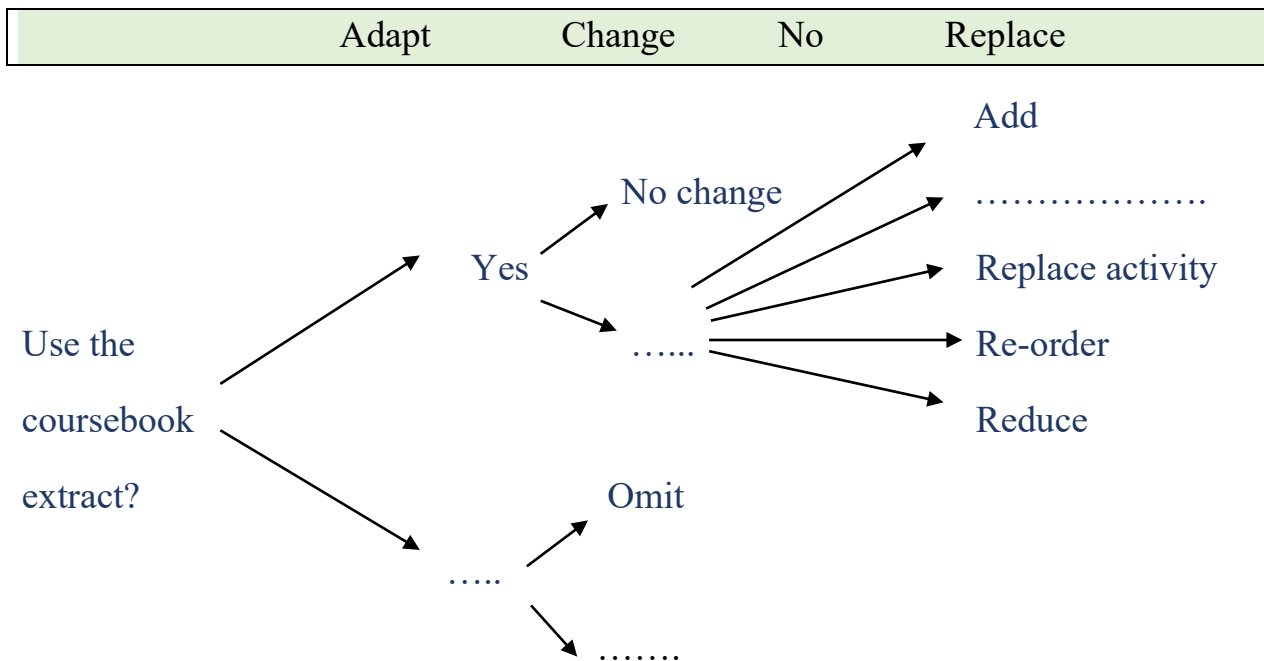
We may need to adapt coursebooks because they are not ideal as they stand in any of the following areas:

- ✓ methods (e.g. an exercise may be too mechanical, lacking in meaning, too complicated);
- ✓ language content (e.g. there may be too much emphasis on grammar items that your students learn easily and not enough emphasis on those that they find difficult);
- ✓ subject matter (e.g. topics may not be interesting to the students or they may be outdated or not authentic enough);
- ✓ balance of skills (e.g. there may be too much emphasis on skills in the written language or on skills in the spoken language, or there may not be enough on integrating skills);
- ✓ progression and grading (e.g. the order of language items may need changing to fit an outside syllabus or the staging may need to be made steeper or shallower);
- ✓ cultural content (e.g. there may be some cultural references that need omitting or changing);
- ✓ image (a coursebook may project an unfriendly image through poor layout, low quality visuals, etc).

Borrowed from: Cunningsworth A. *Choosing Your Coursebook*. Thailand: Macmillan and Heineman, 2008. P. 136-137.

Activity 5: Raising students' awareness of the adaptation stages and techniques

Task 1. Working in pairs. Complete the diagram using the words from the box. (**Online:** Use breakout rooms and jamboard during online learning)



Adapted from: Harmer J. *The practice of English Language Teaching* (Third edition). Pearson Education ESL (Longman), 2001. P. 306

Task 2. Check the results in the group.

Activity 6: Developing practical skills of the adaptation stages and techniques application

Task 1. Work in groups (**Online:** Use breakout rooms during online learning). Analyze the unit extract (**Appendix 8**) answering the questions and evaluating the activities with the help of the scheme given below.

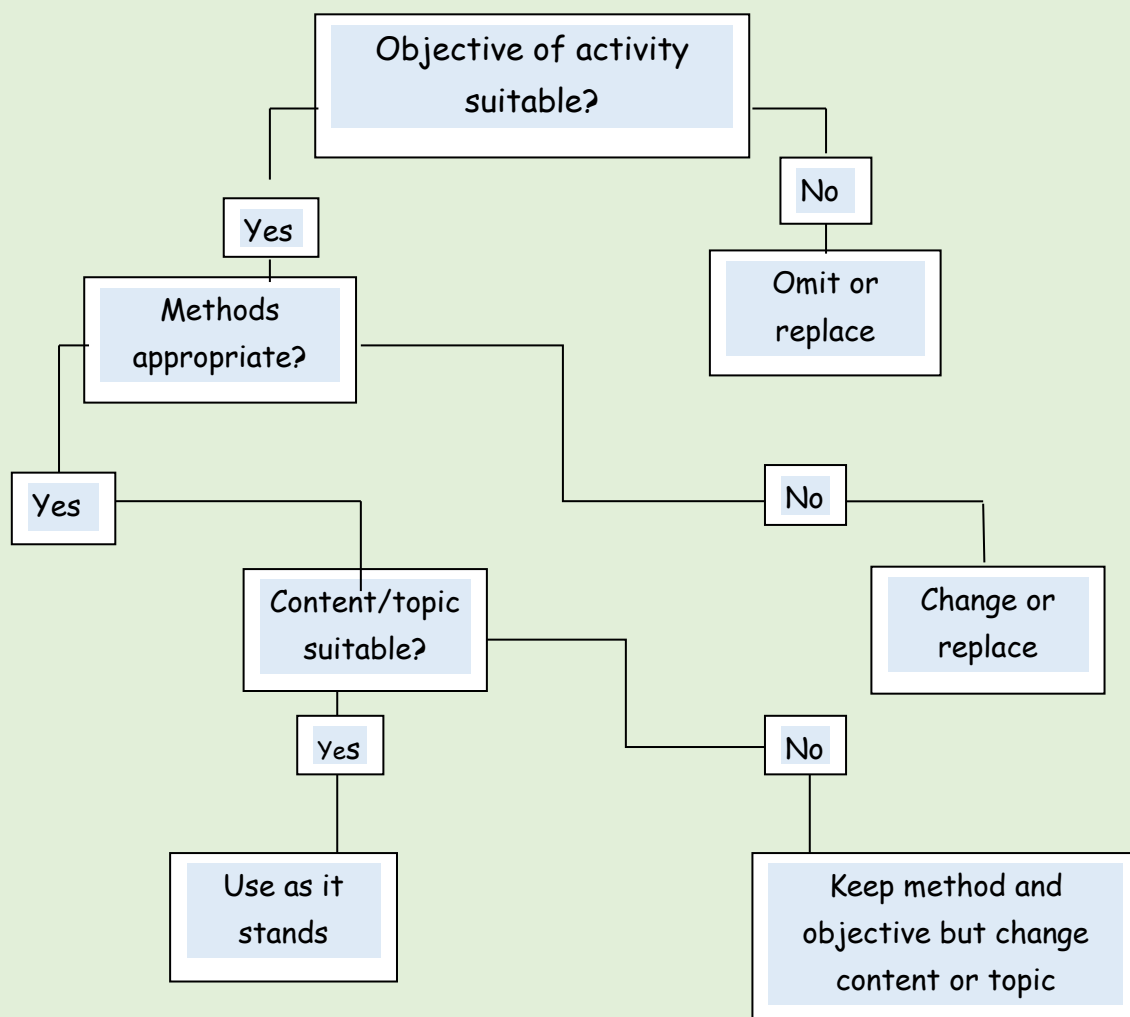
Look at the coursebook lesson and answer the following questions:

- a) What do you like about the unit? (e.g. the use of authentic texts & tasks;

areas of communicative competence (linguistic, sociolinguistic, discourse and strategic); sequencing (from simple to complex; guided to open-ended); or/and variety of tasks/exercises, etc.)

- b) What is/are the aim(s) of the lesson?
- c) What should/might students be able to do at the end of the lesson, that they were not able to do at the beginning?
- d) If you were going to replace any part of the lesson, which would it be?
- e) What adaptations, if any, would you make to the material?
- f) What additions, if any, would you make to the lesson?

The following diagram will help in deciding whether to adapt an exercise or other activity:



Borrowed from: Cunningsworth A. *Choosing Your Coursebook*.

Thailand: Macmillan and Heineman, 2008. P. 137

Task 2. Discuss the results in plenary.

Activity 7: Adapting and designing materials

Task 1. Work in pairs (**Online:** Use breakout rooms during online learning). Develop tasks for the given example of authentic text (“**Scientists create robotic arm which translates words into sign language to help deaf people communicate**”), using the list of pre-, during-, and post-reading (follow-up) activities to accompany it. Create actual activities, directly linked to the text:

- one pre-reading activity;
- one during- reading activity;
- one post- reading activity.

In **Appendix 9** you can find the suggestions for pre-reading, during reading, or post-reading (follow-up) instructional activities to accompany a text.

SCIENTISTS CREATE ROBOTIC ARM WHICH TRANSLATES WORDS INTO SIGN LANGUAGE TO HELP DEAF PEOPLE COMMUNICATE

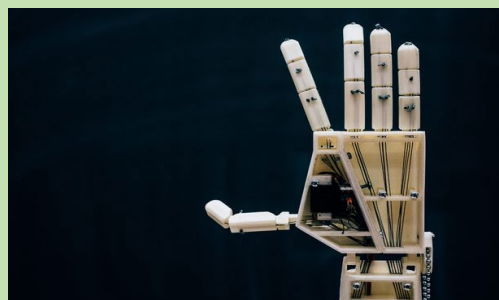


IMAGE: UNIVERSITY OF ANTWERP/SWNS.COM
[HTTPS://CUTT.LY/3K085WR](https://cutt.ly/3K085WR)

Scientists have created a robotic arm to translate spoken words into sign language gestures so that deaf people can understand what is being said.

ASLAN stands for Antwerp’s Sign Language Actuating Node – and the robot can be 3D printed from 25 pieces of plastic, meaning it costs as little as £400 to make.

The robot is called ASLAN and works by receiving information from a local digital network, then checking for updated sign languages from all over the world.

Erwin Smet, 57, who is responsible for the students who created ASLAN, said: "This will change life for the deaf community. What we have seen in real situations is that there is a real gap and barrier between the deaf community and the

real world – ASLAN can reduce that barrier. The number of hours of help that the deaf community can get via translators etc is really limited. I see ASLAN as something being put in deaf people's backpacks – they can carry it with them, to lectures, to anywhere – there is a need for this."

Erwin explained that this robot is unique because of the low-cost nature of it – and because it can be recreated anywhere by anybody who can use a 3D printer. He said: "We started some years ago, with the idea that students who are not able to hear, could use some help in every day life to communicate. It should be something that is reliable, cheap, and gives you the opportunity to program it with different languages. We started with small steps – with just one hand, and then the wrist, and then the elbow too. We began with characters, like individual letter in the alphabet. Then we looked at how we could translate the human's hand simply into mechanics. We didn't need every single joint in the hand, so we went for 16 joints in total – all the research was done by master students, to give them the opportunity to learn and design at the same time. This is a low-cost robot arm, that, when fully developed, can change the lives of all people who use it."

Erwin Smet, from is from Antwerp, Belgium, and foresees ASLAN assisting some of the 70 million people who rely on sign language, within the next five years.

***Borrowed from:** Daily Mirror. Scientists create robotic arm which translates words into sign language to help deaf people communicate.
URL: <https://cutt.ly/OLaWAB9> (Last accessed: 2.07.2022).*

Activity 8: Summary

Summarise what you have learned during the session by writing your ideas on the pieces of paper and sticking them on the board (using *jamboard* stickers in the [online](#) variant).

Activity 9: Follow-up task

Project work: Adaptation of working materials.

Work in small groups. Choose the unit extract from the book you used at school. Think of the changes that could be done. Reflect the results on the A2 sheets of paper or using available digital resources.

Notes _____

2.5. REASONS AND NEEDS FOR SUPPLEMENTATION OF MATERIALS. SUPPLEMENTATION STAGES AND TECHNIQUES

Activity 1: Investigating the topic of the session.

Task 1. Work in pairs to underline the key words in the objectives below.

Objectives

By the end of the unit, students will be aware of:

- ✓ reasons and needs for supplementation of materials
- ✓ a range of ways and means of supplementation
- ✓ the supplementation stages and techniques

and will be able to:

- ✓ supplement the coursebook unit for a specific learning and teaching purposes
- ✓ understand whether supplementation is appropriate or not.

Task 2. Share your ideas with the group.

Activity 2: Checking students' skills in adapting various working materials

Task. Present the prepared projects on adaptation of working materials.

Activity 3: Exploring previous experience and familiarising with the notion of supplementation, reasons and needs for it

Task 1. Whole group discussion. Answer the following questions:

- *What is supplementation?*
- *When can supplementation be appropriate?*

- *What can we supplement?*

Task 2. Check your answers using the information below.

The notion of “supplementation”

In case materials are lacking in a particular area or deal with the particular area in an unsuitable way, the options are to find supplementary materials from other publishing sources or to produce your own ones.

Resource: Cunningsworth A. *Choosing Your Coursebook*.

Thailand: Macmillan and Heineman, 2008. P. 138.

The commonest areas for supplementation

Among the commonest areas in which a coursebook may need supplementation are:

- ✓ reading
- ✓ listening
- ✓ pronunciation
- ✓ vocabulary
- ✓ grammar

Resource: Cunningsworth A. *Choosing Your Coursebook*.

Thailand: Macmillan and Heineman, 2008. P. 138.

Activity 4: Exploring the sources of supplementation

Task 1. Working in pairs answer the question:

Where can we take the supplementary materials from?

(Baker 1982) or Elements of Pronunciation (Mortimer 1985). These books deal with different aspects of pronunciation at different levels and have accompanying audio resources.

Vocabulary aspect is widely covered in modern coursebooks, but in case of necessity some supplementary vocabulary learning materials are available. These resources are linked in with topic areas and learners can have the opportunity to widen their vocabulary in connection with topics which interest them either individually or in groups. Useful sources of supplementary material for vocabulary are such books as The Heinemann English Wordbuilder (Wellman 1992) and Wordpower (Cunningsworth and Ferst 1982). The level of the material can either match your students' level or a bit higher level when the focus is on quality of vocabulary.

Most coursebooks thoroughly cover the grammar component, but if needed some additional grammar work for an alternative approach can be provided. The coursebook introduces an inductive approach to teaching grammar, which preposes that the learner works out the rule from the examples. However, many students will benefit from additional material that gives both explanations/rules in straightforward language and practice exercises on each grammar point. An example of this type of material is English Grammar in Use (Murphy 1994).

It should be taken into account that the exercises in grammar books are usually made up of isolated sentences, which are useful for practicing grammar, but are not models of communicative language learning and are not sufficient to equip learners to communicate. For this reason, most of the supplementary materials are best used in conjunction with communicative coursebooks and not on their own.

Resource: Cunningsworth A. *Choosing Your Coursebook*.
Thailand: Macmillan and Heineman, 2008. P. 138-139.

Task 4. Look at some other examples of resources for supplementary materials in *Appendix 10*. Try to find them on the internet.

Task 4. In the brainstorming mode answer the questions:

Can video materials be used as supplementary ones? Why/Why not?

Where can one find them?

Activity 5: Determining the appropriateness of supplementation

Task 1. Work individually. Look through the Unit from the textbook (*Appendix 8*) and analyse it based on the questions from the table below. Try to determine whether it needs any supplementary materials or activities.

Working with the textbook	
Who is the material intended for?	
What skills are practiced? What is the proportion of work on each skill?	
What text-types are included?	

What kinds of language description are used?	
What subject-matter area (and assumed level of knowledge) is required?	
What kinds of exercises/tasks are included in the unit?	
What interaction pattern(s) is/are used?	
What aids does the unit require?	

What strategies might be used?	

Activity 6: Supplementation of the coursebook unit

Task 1. Working in groups, supplement the unit (*Appendix 8*) analysed in the previous activity with the needed information, activities, exercises, etc. (**Online:** Use breakout rooms and jamboard during online learning)

Task 2. Get ready to present your findings to other groups.

Activity 7. Summary and round-up

Summarise what has been learnt during the session providing 5 key words. (**Online:** Use jamboard stickers during online learning)

Do these key words correlate with the ones you identified in the learning objectives at the beginning of the session?

Activity 8: Follow-up task

Work in small groups. Create a consolidated list of books and You Tube channels which focus on skills or provide some useful/interesting information and can be taken as sources of supplementary materials (not less than 20 examples).

Notes _____

Task 2. Work in small groups and decide what made that activity interesting/useful for you. What was the role of materials and type of interaction in providing motivation/effectiveness of the activity? (**Online:** Use breakout rooms during online learning).

Task 3. Present the results of your group discussions. In the brainstorming mode decide if it was possible to make the activity more interesting/useful/challenging.

Activity 3: Introduction of 3xP idea

Task 1. Present your opinion, while answering the questions:

Is it always possible to make an activity still more interesting/useful/challenging, while providing more opportunities for students' communication?

Do you expect Jim Scrivener to agree with you?



Jim Scrivener

Jim Scrivener is currently Head of Teacher Development for Bell International.

Previously he has been Head of Teacher Training for International House, Hastings and Director of Education for IH Budapest. Jim Scrivener is known as the author of a number of popular ELT methodology

titles. *Learning Teaching* won the ARELS Frank Bell prize and has been ELTONS shortlisted. Both *Teaching English Grammar* and *Classroom Management Techniques* were winners of HRH Duke of Edinburgh English Speaking Union Prizes.

He is a regular conference presenter and course leader internationally. With Adrian Underhill, J. Scrivener continues to work on developing the Demand-High idea. They run a

Wordpress blog site about Demand-High at:

demandhighelt.wordpress.com and a Facebook discussion site at: [facebook.com/DemandHigh](https://www.facebook.com/DemandHigh) ELT,

both of which promote literature on the topic.

(**Resource:** Macmillan English: Learning resources from Macmillan Education. URL: <https://cutt.ly/OLaEV8n> (Last accessed: 12.01.2020))

Task 2. Check the correct answer, skimming the text below.

Note

Skimming is reading a text quickly to get a general idea of meaning. It can be contrasted with **scanning**, which is reading in order to find specific information, e.g. figures or names.

(**Resource:** Teaching English: British Council & BBC. URL: <https://www.teachingenglish.org.uk/article/skimming/> (Last accessed: 12.01.2020))

“Demand-High” (J. Scrivener, 2012) can not be considered as a new methodology or approach. It is an idea that emerged within many years of reflective discussions. It suggests possible small-scale tweaks to what is currently done in class. Demand-High can be incorporated in the teaching/learning process no matter what a teacher’s method, experience, school, knowledge and whatever the age or level of their students is. [P. 51]

“3XP (“Three times practice”) technique tweak in working with materials presupposes three visits and revisits to the exercise instead of doing it once and then moving swiftly on. “So, for example, the first time you do an exercise in the

normal way e.g. students do it individually or in pairs, and then you check answers with them. But then, instead of rushing on to the next thing, you ask them to go back – not to do the same thing again, but to go deeper into the task. A second visit might have the instruction: “Cover the words. Can you remember the sentences? Say them to your partner. (It is not a test! Check whenever you need to.)” And, having done that, you take them back in for a third go: “Practise saying the sentences more naturally to each other. (Also, think about facial expressions, gestures, etc.)” By the end of three visits and re-visits to an exercise, the language will be known better, remembered better and, possibly, be more available for use in future.” [P. 55]

(Based on: Scrivener J. Demand High Teaching. The European Journal of Applied linguistics and TEFL. P.47–58. URL: <https://cutt.ly/XLaTyOR> (Last accessed: 12.01.2020)

Task 3. Work individually. Read the information again and underline the key ideas. Share your results.

Task 4. Answer the question:

Have you ever experienced Demand-high / 3xP approach?

Online: Use the technical capabilities of **Mentimeter** (www.mentimeter.com) to get the students’ opinion. Provide students with three variants of the answer: YES / NO / OTHER VARIANT. Analyse the results.

Task 5. Use the information below to decide whether 3xP approach can support the communicative approach. Give reasons.

COMMUNICATIVE METHODOLOGY

Headway presents the following features incorporated by *communicative*

methodology:

- Students are challenged cognitively.
- They are involved in the learning process.
- They are asked to contribute their own opinions, experiences and feelings.
- They take part in real or realistic activities.
- They are encouraged to work closely with peers.
- They are encouraged to assume a certain responsibility for their own learning, and to develop learning skills.
- The teacher adopts different roles (informer, monitor, resource consultant) according to the stage of the lesson.

(Adapted from: Cunningsworth A. Choosing Your Coursebook.

Thailand: Macmillan and Heineman, 2008. P. 116)

Task 6. Have we been using the text/materials communicatively/according to 3xP approach? What was the role of 3xP approach in providing the communicative character of working materials?

Activity 4: Creating a checklist for a communicative use of materials

Task 1. Working in groups create checklists for 3xP / communicative use of materials. Be ready to present the results on posters or using available digital resources. Provide comments and feedback. (**Online:** Use breakout rooms and jamboard during online learning)

Task 2. Consolidate all your checklists.

Task 3. Analyse the procedure of working with the text in Activity 2, taking into account the final checklist.

Activity 5: Analysing textbook materials and activities

Task 1. Study the materials and activities in the *Appendix 11* and analyse them according to the consolidated checklist.

Task 2. Take one activity and suggest a tweak to make it still more communicative. To fulfil the task, use the information below.

Examples of making materials more communicative:

- students change the style of the text;
- a teacher makes an exercise (text, dialogue...) open ended, students should develop the idea;
 - students recreate a dialogue/text from memory;
 - students create a diagram;
 - students ask each other questions about their likes and dislikes;
 - students or a teacher create an imaginary shift of the situation / model other circumstances (you are / meet a tourist, you are a visitor to the planet Mars and a Martian);
 - students role-play;
 - students write sentences using the information they have collected;
 - students create a conversation.

Students should not be given the ready answers. They should be given the freedom of choice concerning the topic or subtopic (if possible). They should be encouraged to practice the creation of spoken discourse, strategic planning of communication, the structuring of longer stretches of discourse and the cooperative element necessary for the effective exchange of meaning and the understanding of speaker's intentions.

(Adapted from: Cunningsworth A. Choosing Your Coursebook. Thailand: Macmillan and Heineman, 2008. P. 119-125)

Activity 6: Detecting the communicative activities

Task 1. Have a quick look at the excerpt from a school textbook given below and comment on the prospects of using this material communicatively.

a) Complete the sentences about Rick. Use the Present Simple of the verbs from the box.

go, live, like, have, do

- 1 Where ... Rick's family ...? His family ... in Camden.
- 2 ... he ... to school in his town? No, he ... to a boarding school in another town.
- 3 Which sports ... he ...? He ... basketball and skating.
- 4 What ... he ... in the school workshop? Metalwork.
- 5 ... his friends ... to his school? Yes, they ... to his school.
- 6 What ... he ... to eat? His mum's roast beef.
- 7 What ... he ...? He ... homework.
- 8 ... he ... money? Yes, he does. His piggy bank is full.
- 9 ... he ... on dates? No, he hasn't got a girlfriend yet.

(Borrowed from: Карп'юк О. Д. Англійська мова: Підручник для 6-го класу загальноосвітніх навчальних закладів (6-й рік навчання).

Тернопіль: "Видавництво Астон", 2014. С. 17)

Task 2. Working in small groups, explore the suggested activities based on the material in **Task 1** and select three that provide the most active communicative practice by applying your checklist.

(Online: Use breakout rooms and jamboard during online learning)

ACTIVITY

- a) Choose a question that you would like to address to your classmates. Make necessary changes to the question. Mingle with your classmates and get as many answers to your question as possible. Sum up the information and present it to the class.
- b) Choose the easiest/most difficult question to answer. Explain your choice.
- c) Which questions can be connected with your life? Explain your choice.
- d) Choose a question you can answer. Don't share your choice with anyone. Prepare your answer. Mingle with your class and present your answer to your classmates. Let them guess the question.
- e) Complete the sentences about Rick. Use the Present Simple of the verbs from the box
- f) Choose all the questions that can be addressed to your classmates. Make all necessary changes to the question.
- g) Choose the most boring/interesting question to answer. Explain your choice.

Task 3. Discuss the results.

Task 4. Brainstorm other communicative activities based on the suggested material.

Optional: Watch the video “Communication Games - Drawing *22” (<https://www.youtube.com/watch?v=8yGhNwDMT-g>). Using the information presented in it, discuss in pairs how it can be applied to make the use of the given materials more communicative.



To not give the object away, the person describing the drawing may only use figurative instructions.

<https://cutt.ly/8wdsOtRS>

Activity 7: Developing the practical skills

Task 1. Work in 3 groups. Look at the materials presented in *Appendix 12*. Suggest at least 3 activities to provide communicative use of the materials. (**Online:** Use breakout rooms and jamboard during online learning)

Task 2. Rotate the created activities. Evaluate them against the checklist.

Task 3. Provide feedback.

Activity 8: Summary and reflection

Work in pairs. (**Online:** Use breakout rooms during online learning). Reflect on the session answering the questions:

Have we met the objectives of the session?

Have the activities been communicative?

What ways of making materials more communicative have been used?

Which of them do you find the most productive?

Activity 9: Follow-up (to be done before and during a visit to school)

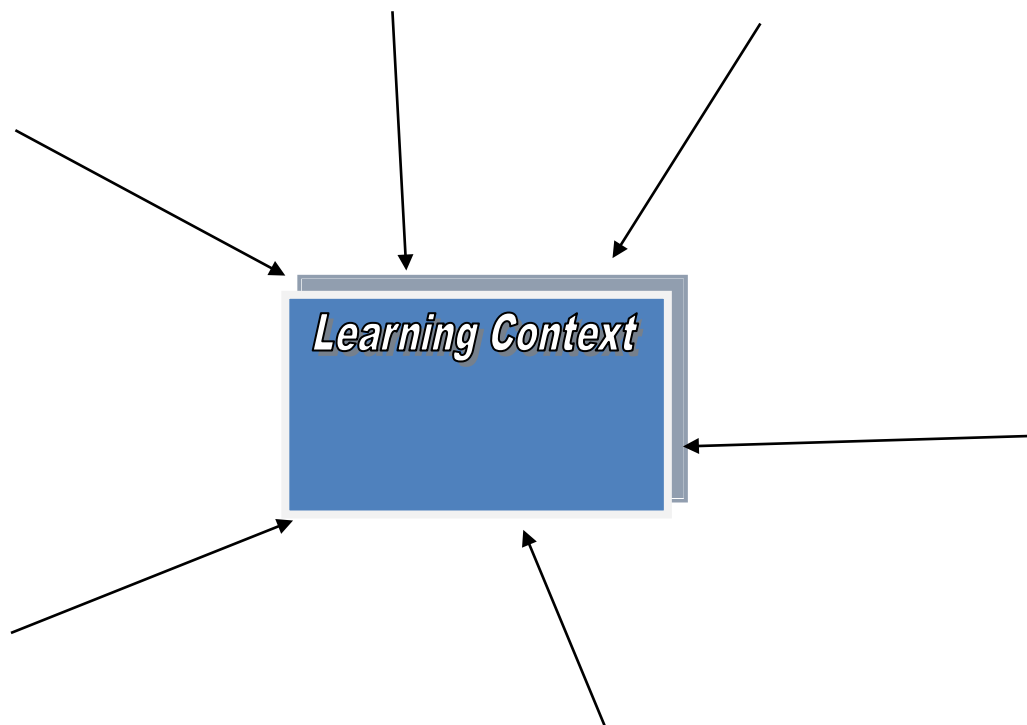
Hints	S 1	S 2	S 3
Speaks at least two other languages fluently			
Is bilingual			
Travelled abroad and used English for communication			
Uses English outside the classroom			
Studied a second language at school but didn't enjoy the experience			
Enjoyed English at school			

Task 2. Report your findings to the rest of the group.

Activity 3: Investigating the components of learning context

Task 1. Work in small groups (**Online:** Use breakout rooms during online learning). Learning process involves learning context. In **Activity 1** you have already mentioned some components of the context. Think about other context components which should be taken into consideration while teaching.

Task 2. Skim the information in **Appendix 13**. Complete the scheme by supplying the missing constituents of learning context (E.g. learner's needs). (**Online:** Use technical capabilities of jamboard during online learning)



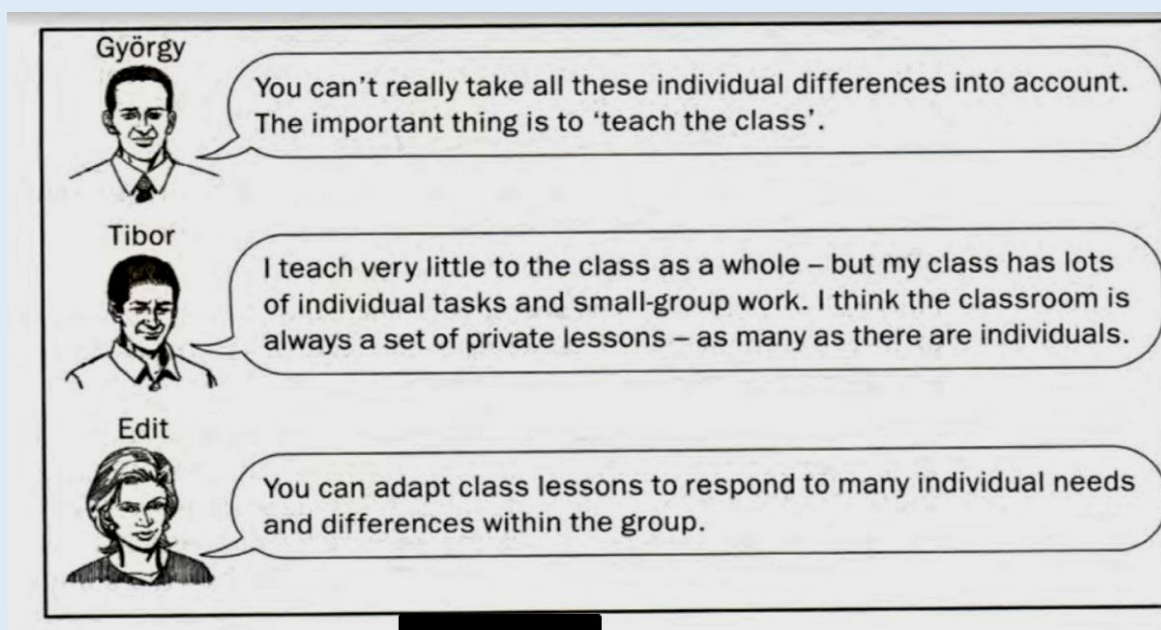
Task 3. Report the findings to the group.

Activity 4: Diverse nature of learning context

Task 1. Work in groups of four and write down the definition of the concept "Learning Context", using the components brainstormed in **Activity 2**. (**Online:** Use breakout rooms and jamboard during online learning)

What implications the knowledge of individual differences of learners has for the teacher?

Task 2. Work in groups of three (**Online:** Use breakout rooms during online learning). Look at the information below presenting different teachers' attitudes to working with mixed ability classes. Which of them do you support and why? Discuss the attitudes in groups and then give feedback in plenary.



Borrowed from: Scrivener J. *Learning Teaching: A Guidebook for English Language Teachers*. Oxford: Macmillan, 2005. P. 64

Activity 6: Checklist of context appropriateness of materials

Task 1. Work in 3 groups. Using the components of the learning context mentioned in *Activity 2*, make checklists for evaluating the exercise in the coursebook. (**Online:** Use breakout rooms and jamboard during online learning)

Task 2. Walk around the classroom clockwise comparing the checklists of other groups. (**Online:** *Work in plenary*)

Task 3. Compare your own lists with the checklist of *Context Appropriateness of Materials* given in **Appendix 15** and write down the differences. (**Online:** *Use breakout rooms and jamboard during online learning*)

Task 4. Report to the class about the differences you have noticed.

Activity 7: Practicing in evaluating the exercise in the coursebook and making it more context appropriate

Task 1. Work in two groups. (**Online:** *Use breakout rooms and jamboard during online learning*). Study the real-life situation:

“You are teachers in a secondary school. You are teaching a group of the sixth graders. Ten of the 17 students are unmotivated, they don’t think they need English. Their level of English is rather low. Though they are the fans of Harry Potter. 7 students are motivated, enjoy English lessons, want to travel”.



<https://cutt.ly/Fwds0cWE>



<https://cutt.ly/Owds02Mo>



<http://surl.li/jteya>

Task 2. Read, analyse and evaluate **Exercise 7** from the school textbook *Англійська мова (6-й рік навчання): підручник для 6 класів загальноосвітніх навчальних закладів (2014)* by A. Nesvit against the checklist. Report your findings to the rest of the group.

7. Work in pairs. Act out the dialogues as in the examples.



A: Did you visit your granny in summer?

B: Yes, I did.

1. you / to help your grandparents / Yes
2. you / to read a lot of books / No
3. you / to buy lots of souvenirs / Yes
4. you / to be in the youth camp / No



A: Have you been to London in summer?

B: No, I haven't.

Borrowed from: Несвіт А. М. *Англійська мова (6-й рік навчання): підручник для 6 кл. загальноосвіт. навч. закл.* Київ: "Генеза". 2014. С. 7.

URL: <http://pidruchniki.in.ua/angliyska-mova-6-klas-nesvit-a-2014/>

(Last accessed: 10.01.2020)

Task 3. Make *Exercise 7* more context appropriate.

Activity 8: Summary

Task. Summarise what you have learned during the session by writing your ideas on the pieces of paper and sticking them on the board (using *jamboard* stickers in the online variant).

Activity 9: Follow-up task

Watch the video by J. Harmer "All together now? Why classes are mixed ability and what we can do about it?" (Harmer J. "All together now? Why classes

TEST YOUR KNOWLEDGE

Variant I.

1. Which of the following questions does not deal with such a criterion of materials evaluation and selection as **Layout**?

- a) Is it visually attractive?
- b) Is it clearly set out?
- c) Are pictures informative?
- d) Does it correspond to the curriculum?

2. Which of the following questions does not deal with such a criterion of materials evaluation and selection as **Skills and strategies**?

- a) Is the language recycled?
- b) Is there balance between skills?
- c) Are different kinds of reading/ listening/ speaking/ writing practiced?
- d) Are assessment tasks varied?

3. Which of the characteristics does not respond to the authentic task?

- a) Direct Evidence
- b) Construction/Application
- c) Teacher-structured
- d) Real-life

4. Which of the following represents the authentic task?

- a) making predictions
- b) calendars
- c) TV guides
- d) food labels

5. Which of the following is the example of the authentic materials?

- a) identifying a theme
- b) Ordering decimals
- c) self and group evaluation
- d) receipts

6. *Fill in the gap with one of the given variants.*

..... – an assignment given to students designed to assess their ability to apply standard-driven knowledge and skills to real-world challenges.

- a) Authentic Task
- b) Authentic Materials
- c) Context
- d) Authentic Context

7. Which of the following roles is the least suitable for the teacher as a mediator:

- a) monitor
- b) facilitator
- c) director
- d) guide

8. We may need to adapt coursebooks because they are as they stand in any of the following areas: methods, language content, subject matter, balance of skills, progression and grading, cultural content, image.

- a) ideal
- b) not ideal
- c) suitable
- d) relevant

9. suggests adding small scale changes to activities that result in significant increase in learning outcomes.

- a) Demand-high approach (J. Scrivener, 2012)
- b) Low-demand approach (J. Scrivener, 2012)
- c) Demand-high approach (J. Lewis, 2012)
- d) Low-demand approach (J. Lewis, 2012)

10. 3XP (.....) approach to working with materials presupposes three visits and revisits to the exercise instead of doing it once and then moving swiftly on.

- a) three times preparation
- b) three times practice
- c) three tenacious practice
- d) four times practice

11. Detect which of the following items is not considered to be relevant to the communicative methodology.

- a) Students are challenged cognitively.
- b) They are asked to contribute their own opinions, experiences and feelings.
- c) They take part in real or realistic activities.
- d) They are not encouraged to assume a certain responsibility for their own learning, and to develop learning skills.

12. Select the inappropriate examples of making materials more communicative with the genuine element of unpredictability:

- a) students change the style of the text;
- b) a teacher makes an exercise (text, dialogue...) open ended, students should develop the idea;
- c) students read a text;
- d) students create a diagram;

13. is any information that characterizes the student, activity, educational content, learning strategies and the environment surrounding the student.

- a) Learning Style
- b) Learning Experience
- c) Learning Context
- d) Learning Purpose

14. Learner's needs, age, level of English, learning styles, motivation, multiple intelligences are the constituents of

- a) learning context
- b) learning style
- c) communicative context
- d) learning experience

15. Select the example of course-book positive features:

- a) insufficient recycling of the language material,
- b) no revision tests,
- c) no materials about Ukraine
- d) the use of authentic materials

16. Select the example of course-book negative features:

- a) focus on skills,
- b) sequencing from simple to complex tasks,
- c) no materials about Ukraine,
- d) variety of activities.

17. Which of the following questions does not deal with such a criterion of materials evaluation and selection as **Content**?

- a) Are they logically sequenced?
- b) Is it age-appropriate?
- c) Is it culturally appropriate?
- d) Does it correspond to the curriculum?

18. assessment, in contrast to more traditional assessment, encourages the integration of teaching, learning and assessing.

- a) Authentic
- b) Communicative
- c) Context
- d) Practical

19. What can metaphors 'a spring-board', 'a friend', 'a minefield', 'the well of knowledge' be related to?

- a) Course-book
- b) Test
- c) Student
- d) Exam

20. activity is especially effective for other learners, who seem to learn best when they are involved in some kind of physical activity, such as moving around, or rearranging things with their hands.

- a) Visual
- b) Auditory
- c) Kinaesthetic
- d) Observation

Variant II.

1. Which of the following questions does not deal with such a criterion of materials evaluation and selection as **Layout**?

- e) Is it visually attractive?
- f) Is it clearly set out?
- g) Are pictures informative?
- h) Does it correspond to the curriculum?

2. Which of the following questions does not deal with such a criterion of materials evaluation and selection as **Skills and strategies**?

- e) Is the language recycled?
- f) Is there balance between skills?
- g) Are different kinds of reading/ listening/ speaking/ writing practiced?
- h) Are assessment tasks varied?

3. Which of the characteristics does not respond to the authentic task?

- e) Direct Evidence
- f) Construction/Application
- g) Teacher-structured
- h) Real-life

4. Which of the following represents the authentic task?

- e) making predictions
- f) calendars
- g) TV guides
- h) food labels

5. Which of the following is the example of the authentic materials?

- e) identifying a theme
- f) Ordering decimals
- g) self and group evaluation
- h) receipts

6. *Fill in the gap with one of the given variants.*

..... – an assignment given to students designed to assess their ability to apply standard-driven knowledge and skills to real-world challenges.

- e) Authentic Task
- f) Authentic Materials
- g) Context
- h) Authentic Context

7. Which of the following roles is the least suitable for the teacher as a mediator:

- e) monitor
- f) facilitator
- g) director
- h) guide

8. We may need to adapt coursebooks because they are as they stand in any of the following areas: methods, language content, subject matter, balance of skills, progression and grading, cultural content, image.

- e) ideal
- f) not ideal
- g) suitable
- h) relevant

9. suggests adding small scale changes to activities that result in significant increase in learning outcomes.

- e) Demand-high approach (J. Scrivener, 2012)
- f) Low-demand approach (J. Scrivener, 2012)
- g) Demand-high approach (J. Lewis, 2012)
- h) Low-demand approach (J. Lewis, 2012)

10. 3XP (.....) approach to working with materials presupposes three visits and revisits to the exercise instead of doing it once and then moving swiftly on.

- e) three times preparation
- f) three times practice
- g) three tenacious practice
- h) four times practice

11. Detect which of the following items is not considered to be relevant to the communicative methodology.

- e) Students are challenged cognitively.
- f) They are asked to contribute their own opinions, experiences and feelings.
- g) They take part in real or realistic activities.
- h) They are not encouraged to assume a certain responsibility for their own learning, and to develop learning skills.

12. Select the inappropriate examples of making materials more communicative with the genuine element of unpredictability:

- e) students change the style of the text;
- f) a teacher makes an exercise (text, dialogue...) open ended, students should develop the idea;
- g) students read a text;
- h) students create a diagram;

13. is any information that characterizes the student, activity, educational content, learning strategies and the environment surrounding the student.

- e) Learning Style
- f) Learning Experience
- g) Learning Context
- h) Learning Purpose

14. Learner's needs, age, level of English, learning styles, motivation, multiple intelligences are the constituents of

- e) learning context
- f) learning style
- g) communicative context
- h) learning experience

15. Select the example of course-book positive features:

- e) insufficient recycling of the language material,
- f) no revision tests,
- g) no materials about Ukraine
- h) the use of authentic materials

16. Select the example of course-book negative features:

- e) focus on skills,
- f) sequencing from simple to complex tasks,
- g) no materials about Ukraine,
- h) variety of activities.

17. Which of the following questions does not deal with such a criterion of materials evaluation and selection as **Content**?

- e) Are they logically sequenced?
- f) Is it age-appropriate?
- g) Is it culturally appropriate?
- h) Does it correspond to the curriculum?

18. assessment, in contrast to more traditional assessment, encourages the integration of teaching, learning and assessing.

- e) Authentic
- f) Communicative
- g) Context
- h) Practical

19. What can metaphors 'a spring-board', 'a friend', 'a minefield', 'the well of knowledge' be related to?

- e) Course-book
- f) Test
- g) Student
- h) Exam

20. activity is especially effective for other learners, who seem to learn best when they are involved in some kind of physical activity, such as moving around, or rearranging things with their hands.

- e) Visual
- f) Auditory
- g) Kinaesthetic
- h) Observation

PROJECT WORK

PROJECT 1. PROBLEM SOLVING

Work in 6 groups. Each group has to solve a range of problematic situations in class, incorporating the inumerated solutions. Your task is to think of the ways to cope with the problems using the learning materials and to act out the whole situation (taking into account *a teacher, students, proper activities to solve the problematic situation, etc*) in front of the other groups. After that the members of the other groups analyse the presentation in relation to the accomplished tasks.

Procedure:

a) Select the learning materials on the given topic to solve the problems in class marked in the table below.

Topics:

- a) Family and friends
- b) Professions
- c) Science and technology
- d) Our planet
- e) National cuisines
- f) Cultures and nationalities
- g) Ecological problems and their solving

a) Problematic situations:

Group 1. Students in class are all at different levels (*Use differentiation by providing different materials/technology, Use the competent students*); **students keep using their own language** (*Talk to them about the issues*); **students don't do homework** (*Ask the students*); **students finish before everybody else.**

Group 2. Students in class are all at different levels (*Use differentiation by providing various tasks based on the same material/technology, Use the competent students*); **students keep using their own language** (*Encourage them to use English appropriately*); **students don't do homework** (*Make it fun*); **students finish before everybody else.**

Group 3. The class is very big (*Use worksheets, Use pairwork and groupwork, Use group leaders, Use chorus reaction, Think about vision and acoustics, Use the size of the group to your advantage*); **students keep using their own language** (*Only respond to English use*); **students don't do homework** (*Respect homework*); **students finish before everybody else.**

Group 4. Students don't want to talk (*Use pairwork and groupwork, Allow them to speak in a controlled way at first, Use 'acting out' and reading aloud, Use role-play, Use recording*); **students keep using their own language** (*Create an English environment*); **students don't do homework** (*Make post-homework productive*); **students finish before everybody else.**

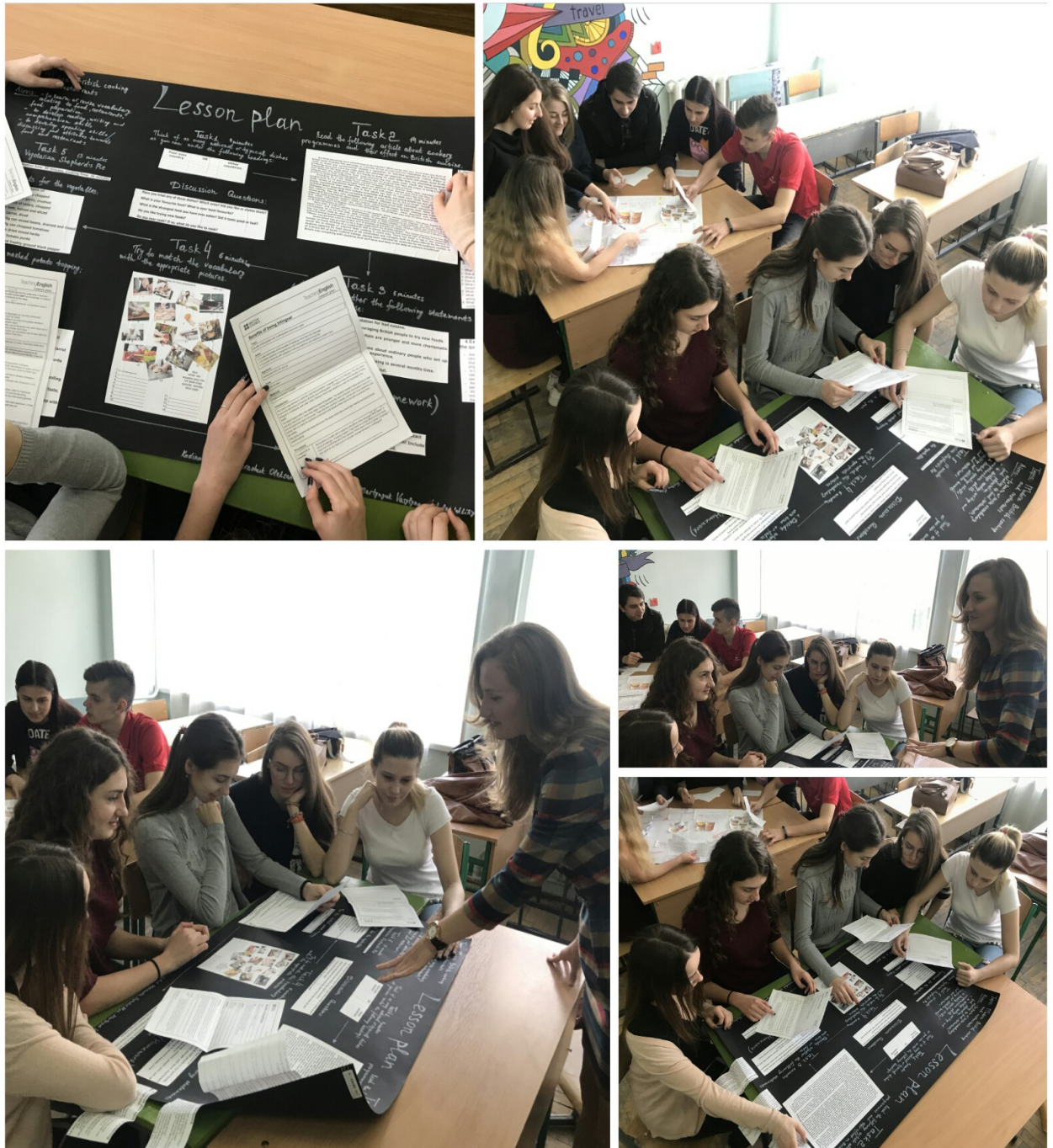
Group 5. Students don't understand the audio track (*Preview interview questions, Use 'jigsaw listening', One task only, Play a/the first segment only*);

PROJECT 2. ANALYSING STUDENTS' PROJECTS ON LEARNING MATERIALS CREATION

As a result of completion of the Unit Working with Materials, delivered by the Associate Professor Diana Sabadash, students of the academic groups A-32 (subgroup I) (2018) and COA -34 (2019) worked out projects on lesson planning concerning different topics.



The Unit forms a part of English Language Teaching Methodology course which is given within the framework of the 'New Generation School Teacher' project delivered jointly by the British Council Ukraine and the Ministry of Education and Science of Ukraine.



The students had to select materials and prepare lesson plans for the seventh form, taking into account that a mixed ability class contains pupils with diverse learners' needs, learning styles, level of English, motivation, interests and multiple intelligences.

The students have coped with the task successfully and presented their projects.



Task

Work in five small groups. Look at the photos of the students' projects on learning materials creation and analyze them:

- 1) Determine the topic, aims and objectives;
- 2) Analyze the activities and materials presented, taking into account the timing;

PROJECT 3. MATERIALS CREATION AND DESIGN

Work in small groups. Study the list of topics and the specifics of the given learning context (characteristics of the class and students in it: form, age and number of pupils, their major interests, etc). Choose one topic from the list and write an expanded lesson plan, creating, selecting, combining, supplementing the learning materials and making them context appropriate. The results of your work represent on the A3 size paper (or using *jamboard* for online learning). Present your plans to the other groups, giving the reasons for your choices. The students from other groups give their feedback. Choose the best project.

Topics:

- a) Family and friends
- b) Professions
- c) Science and technology
- d) Our planet
- e) National cuisines
- f) Cultures and nationalities
- g) Ecological problems and their solving

The learning context:

Form – 7 (12-14 years);

Number of students – 15;

Learners' needs – the need to communicate effectively, the need to be familiar with the language system, the need for challenge, the need to take on more responsibility for their own learning, the need for cross-cultural awareness, etc;

Level of English – 11 students with pre-intermediate level and 4 with intermediate;

APPENDIX 1.

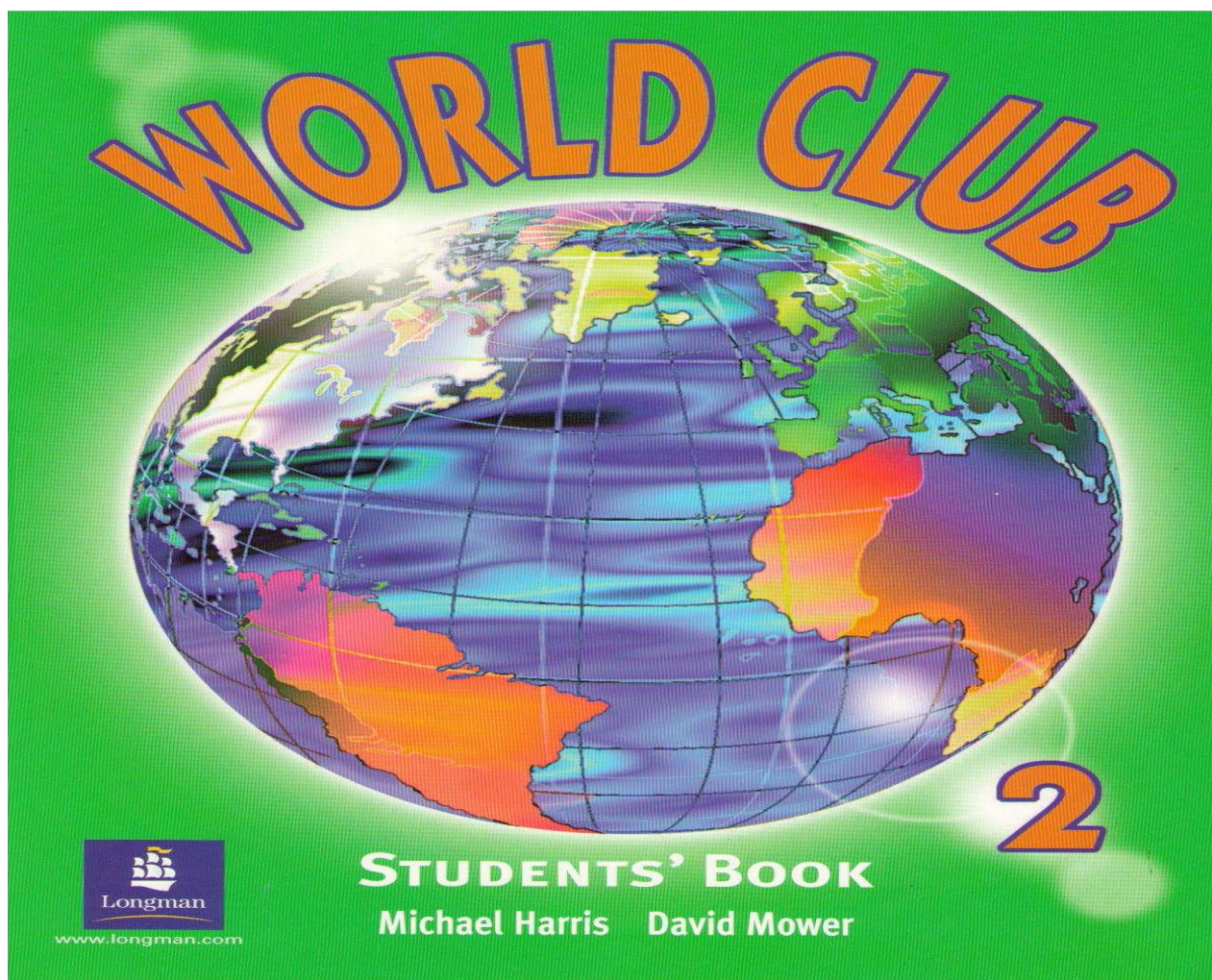
SESSION 1: THE GUIDELINES TO THE PRINCIPLES UNDERLYING THE PROCEDURE OF MATERIALS EVALUATION AND SELECTION

Activities 2: Comparing local and global course-books. Distinguishing the differences between course-books and other types of books

Task: Look at the sample copies of the global and local books.

Group 1. Think of at least 3 strengths of global books. Make short presentations of your findings.

Group 2. Think of at least 3 weaknesses of global books. Make short presentations of your findings.



Harris M., Mower D. *World Club 2: Students' Book*. China: Pearson Education Limited, 2000. 111 p.

CONTENTS MAP

Learning to Learn page 4: Using *World Club*
Your Learning
School Reports

Module	Page	Vocabulary	Grammar	Skills	Pronunciation
1 Animals	7	animals; parts of the body; habitats	the present simple – all forms	Reading: nasty pets; Australian animals Listening: an animal quiz; a story Speaking: talk about animals and pets Writing: a description of an animal; using linking words: <i>with / and</i>	intonation for questions; sounds /i:/ and /ɪ/
2 Homes	17	houses; rooms; furniture; adjectives	prepositions of place; comparatives	Reading: a penfriend letter; an article about unusual homes Listening: a travel agent; a song Speaking: talk about houses and rooms Writing: a description of a house; using linking words: <i>also / too</i>	unstressed syllables /ə/; word stress
3 Stories	27	types of story; feelings; opinion adjectives	adverbs of frequency; the present continuous - all forms	Reading: a TV film guide; a picture story Listening: a travel agent; a song Speaking: talk about films and books Writing: the story of a film or book; linking phrases: <i>one day / then / after that</i>	contractions; word stress
4 Stars	37	film; music; sports; opinions	the past simple tense (regular verbs) - all forms	Reading: an Internet page; song lyrics; an interview Listening: two songs Speaking: talk about film; sport; pop stars Writing: a star profile; linking words: <i>and / but / because</i>	-ed endings; consonant sounds

Module	Page	Vocabulary	Grammar	Skills	Pronunciation
5 Spies	47	spy words; gadgets; directions; buildings	the past simple tense (irregular verbs) - all forms	Reading: a picture story Listening: street directions Speaking: talk about spies and secret missions Writing: an ending to a story; linking words: <i>finally / suddenly / after</i>	sentence stress; irregular verbs; difficult words
6 Food	57	meals; food and drink; suggestions	countable and uncountable nouns; quantity; obligation	Reading: an extract from a history book; a menu Listening: teenagers; a sports teacher Speaking: talk about food and going out Writing: a menu; linking words: <i>before / while / after</i>	plural endings
7 Tomorrow's World	67	machines; jobs personality; compound words	future simple (<i>will</i>); the present perfect tense	Reading: magazine articles; newspaper reports Listening: a fortune teller; a TV news programme Speaking: talk about the future; present the news Writing: a news programme; linking words: <i>but / however</i>	contractions (<i>'ll / won't</i>); sounds /ɒ/ and /eu/
8 Machines	77	machines and gadgets; transport; adjectives	superlative; <i>going to</i> for intention	Reading: flying machines; inventions; robots Listening: a TV programme; a song Speaking: talk about machines and gadgets Writing: description of invention; linking words: <i>because / so / too</i>	contractions ('s); difficult words
World Club Magazine page 87 Mini-dictionary page 100 Pairwork Activities page 108 Irregular Verbs page 110 End-of-year Self-assessment page 111					

Harris M., Mower D. *World Club 2: Students' Book*. China: Pearson Education Limited, 2000. 111 p.

Learning to learn

A Using World Club



a Match the modules with the photos.

- | | |
|-----------|--------------------|
| 1 Animals | 5 Spies |
| 2 Homes | 6 Food |
| 3 Stories | 7 Tomorrow's World |
| 4 Stars | 8 Machines |

b True or false? Look through *World Club 2*.

- The lead-in page for *Animals* has got a photo of a lion.
- The *Language Focus* in Lesson 4 is about prepositions.
- The title of Lesson 13 is *Mission Anaconda*.
- The *Writing* in Module 5 *Fluency* is a story.
- The *Consolidation* for Module 8 is on page 85.
- The *Module Check* for Module 1 has got five questions.

c In pairs, ask and answer questions about the book.

Example: A: What page is Lesson 22 on?

B: It's on page 78. Who is the film star in Lesson 10?

A: It's Kate Winslet.

B Your Learning

a

Look at the questionnaire. Listen to José and write down his answers.

1 Why do you think it is important to learn English?

- a for travel
- b for work
- c for study

2 Evaluate these classroom activities:

- speaking in English with my partner
- listening to cassettes
- watching videos
- reading stories
- listening to songs
- doing grammar exercises
- doing tests
- playing games

- a very interesting
- b OK
- c not very interesting

3 Which of these things do you do in English?

- a listen to pop songs
- b watch films in English
- c read books in English

4 Give yourself a mark out of ten for:

- | | |
|-------------|-----------------|
| a speaking | e writing |
| b listening | f vocabulary |
| c grammar | g pronunciation |
| d reading | |



b

Answer the questionnaire yourself.

c

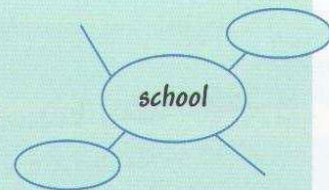
In pairs, interview your partner. Write down his/her results.

d

Look at the two ways of organising vocabulary: alphabetically and by topic.

Organise the words below in the same way. There are five topics.

- school
- food
- animals
- homes
- machines



sandwich / bedroom / blackboard / teacher / kitchen / classroom / cat / bathroom / car / hamburger / lion / television / zebra / apple / computer

C School Reports



a Read the reports. Which of the students:

- 1 is good at speaking and listening?
- 2 is good at writing and grammar?
- 3 has got a good vocabulary book?
- 4 has problems with grammar?
- 5 sometimes does not do homework?
- 6 does not speak English in class?

Example: 1 Carlos



b Which of these words are similar in your language?

excellent problems disorganised untidy
hard organised tidy try

Read the reports again and use the mini-dictionary to find the meaning of other words.



c Make a list of new words from this module. In pairs, test your partner.

Example: A: What does 'star' mean in our language?

B: It is ...

A: How do you spell it?

B: s - t - a - r



d Write a short report about your English. Give it to your teacher.

REPORT: Carlos González
 Carlos' speaking and listening is excellent and he speaks English a lot in class. His reading is not bad, but he has a lot of problems with writing and grammar. His homework is not very good and sometimes he does not do it! His vocabulary book is also very disorganised and untidy.

REPORT: Magda Grotowski
 Magda works hard in class and her homework is always very good. Her grammar and writing tests are excellent. Her vocabulary book is also very organised and tidy. Magda's problem is her speaking and listening. She does not try to speak English in class.

ANIMALS

Lead-in

MODULE OBJECTIVES

IN THIS MODULE YOU WILL ...

- Read about nasty pets and Australian animals.
- Listen to an animal quiz and a story.
- Talk about animals and pets.
- Practise the present simple tense.
- Write a description of a real or invented animal.



The south American fruit bat having lunch.



The smile of the Nile crocodile.

a KEYWORDS

Classify the animals in the photos and in the box. Use the mini-dictionary to help you.

elephant eagle snake dolphin ant
chameleon cockroach ostrich lizard

b

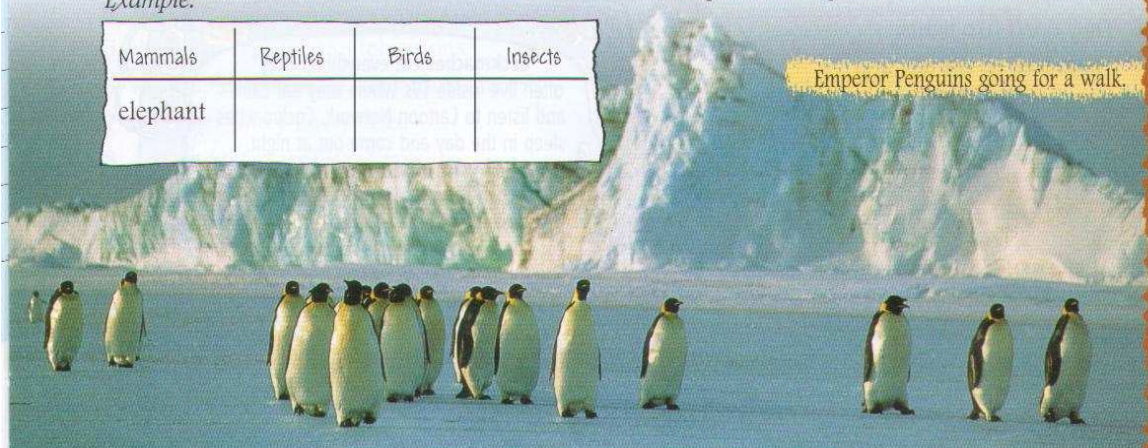
In pairs, add other animals to the lists. Tell the class.

Example: A chimpanzee is a mammal.

Example:

Mammals	Reptiles	Birds	Insects
elephant			

Emperor Penguins going for a walk.



1 Nasty Pets

A KEYWORDS

What is your opinion of the animals in the photos? Tell the class.

Example: I think ants are nice.

lovely nice OK horrible
not very nice
absolutely revolting



B

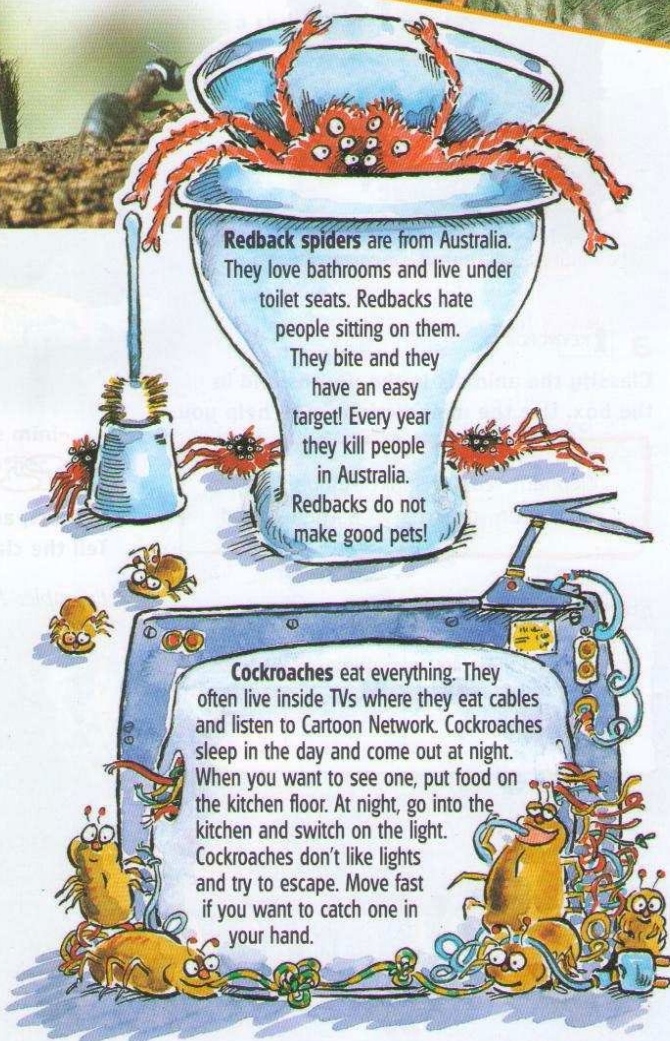
Are these facts about redback spiders (RS) or cockroaches (C)? Use the mini-dictionary.

Example: 1 RS

- 1 They live under toilet seats.
- 2 They live inside TVs.
- 3 They love bathrooms.
- 4 They eat everything.
- 5 They bite and kill people.
- 6 They don't like lights.
- 7 They sleep in the day and come out at night.
- 8 They can run fast.

C

Read the texts and check your answers in exercise B.



Language Focus: Present Simple



D Copy and complete the tables.

AFFIRMATIVE		
I / you / we / they	¹ ...	under toilet seats.
He / she / it	lives	in Australia.

NEGATIVE		
I / you / we / they	² ... (don't)	under toilet seats.
He / she / it	does not live (doesn't)	in Australia.

See Grammar Reference 1 on page 16.



E Complete the sentences.

Example: 1 My sister does not like rats.

- 1 My sister (not like) rats.
- 2 I (think) chameleons are OK.
- 3 My mum and dad (not want) a pet at home.
- 4 Tim (hate) cockroaches.
- 5 Redbacks (not live) in televisions.
- 6 A big spider (live) in our bathroom.
- 7 My sister and I (love) dogs.
- 8 Snakes (not make) good pets.



F Write sentences about the animals you like and dislike.

Example: I don't like rats – they're absolutely revolting.
I love cats – they're really nice.



G In pairs, tell your partner about your preferences.

Example: A: I love horses. They're fantastic.
B: Mmm, I think they're OK. I like dolphins. They're lovely.



H The words underlined have more than one meaning. Look them up in the mini-dictionary and write the number of the appropriate meaning.

- 1 A lot of people are afraid of bats.
- 2 The ants are climbing up the trunk of that tree.
- 3 There is a big cockroach on the floor.
- 4 One of his jobs is to give food to the cats.
- 5 There is an interesting article about spiders in this magazine.

Did you know?
Cockroaches can live with high levels of nuclear radiation.



Look at World Club Magazine on page 88. Do activity 1.

2 Australian Animals

Animals

Fauna



After thousands of years of isolation, Australia has some completely different groups of animals from other continents. Firstly, there are marsupials like koalas and kangaroos. They are mammals but, after they are born, the babies live in their mother's pouch. The koala is a marsupial with grey fur, a big black nose and long claws. It lives in eucalyptus trees and eats the leaves.

The kangaroo has strong back legs, short front legs and a small head with long ears. The kangaroo lives in groups. It sleeps in the day and comes out at night to eat grass.

Another rare animal is the platypus. It is a mammal, but it lays eggs! The platypus has got a brown body, a long nose and sharp claws. It lives near rivers and eats small fish and insects.



The kangaroo has strong back legs, short front legs and a small head with long ears.



The koala is a marsupial with grey fur, a big black nose and long claws.

A KEYWORDS

Match the words in the box with the numbers. Use the mini-dictionary to help you.

fur head ears nose body front legs
back legs claws eyes pouch

Example: fur 1



B

Read the text. Which is your favourite animal?

C

Read it again. Copy and complete the table.

	kangaroo	koala	platypus
habitat	all over Australia		
food	grass		
has got	strong back legs / small front legs		

Did you know?

A baby kangaroo stays in its mother's pouch for nine months after it is born.



D

Use the words to write sentences.

Example: 1 The koala is a marsupial with sharp claws, grey fur and a black nose.

- koala / marsupial / sharp claws / grey fur / black nose
- hippo / mammal / big body / small legs
- ant / small insect / six legs / big head
- penguin / bird / black and white body / small head
- tiger / large cat / orange and black fur / sharp claws
- elephant / very large mammal / grey body / big ears / a trunk

E

Choose an animal and write sentences about it.

Example:

Size/group: It is a large mammal.
Habitat: It lives in central and south Africa.
Food: It eats grass and leaves.
Abilities: It can run fast to escape lions.
Description: It is a horse with black and white stripes.

F

In groups, read your sentences. The other students guess your animal.

EXTRA TIME

Look at *World Club Magazine* on page 88. Do activity 2.

3 Quiz Time



Animals

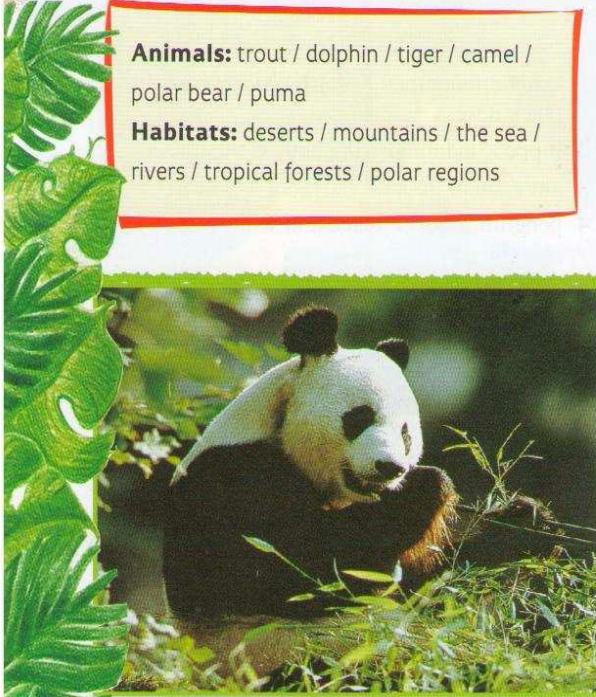
A KEYWORDS

Quiz. In pairs, match the animals with the habitats.

Example: trout – rivers

Animals: trout / dolphin / tiger / camel / polar bear / puma

Habitats: deserts / mountains / the sea / rivers / tropical forests / polar regions



B

Listen to the quiz and look at the photos. Guess the animal.

C

Listen again and answer the questions.

- 1 Where does it come from?
a) Europe b) Asia c) Africa
- 2 Can it fly? a) yes b) no
- 3 How big is it?
a) 2 metres long b) 1 metre long
c) 3 metres long
- 4 What does it eat?
a) leaves b) meat c) grass
- 5 What kind of animal is it?
a) mammal b) bird c) insect
d) reptile

Language Focus: Present Simple Questions

D

Copy and complete the table with these words.

main verb / question word / subject / auxiliary verb

QUESTIONS			
1 ...	2 ...	3 ...	4 ...
Where	do	I / you / we / they	live?
	does	he/she/it	
	Do	I / you / we / they	live in Asia?
	Does	he/she/it	

See Grammar Reference 2 on page 16.

E

Write questions and answer them.


Example: 1 Do bushbabies live in America?
No, they don't.

- bushbabies / live / in America?
- what / leopards / eat?
- when / tigers / sleep?
- komodo dragons / eat / grass?
- where / redback spiders / live?

F

PRONUNCIATION: QUESTIONS

Listen to the questions.

Does it live in the desert? 

Where does it live? 

Listen and repeat.

G

In groups, one student thinks of an animal. The others can ask ten yes/no questions to find out what it is.

Example: A: Is it a mammal?

B: Yes, it is.

H

Work in pairs.

Student A: Look at page 108: Exercise 1.

Student B: Ask and answer questions to complete the table about the puma.

Example: What kind of animal is it?



Group/family	...
Continent	North and South America
Habitat	...
Size	up to 2.1 metres long
Colour	...
Food	meat - other animals, e.g. deer
Way of hunting	...
Other names	cougar, mountain lion

EXTRA TIME

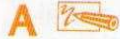
Look at World Club Magazine on page 89.
Do activity 3.



Fluency

Animals

Writing: Brochure for a Zoo



Invent your own animal or choose a real animal.

Stage 1: Preparation

Find photos or draw your animal. Write notes about: name, category, description, habitat, food, abilities.

Example:

Name: Koala
Category: marsupial mammal
Description:

Stage 2: Writing

Use your notes to write the description. Then check for mistakes.

Stage 3: Presentation

Produce a poster or short 'magazine'. Include your description, pictures and maps.

Write four questions for people to answer about your project.

Stage 2: Speaking

In pairs, ask and answer your questions.

Example: A: What's the name of your animal?

B: It's a platypus.

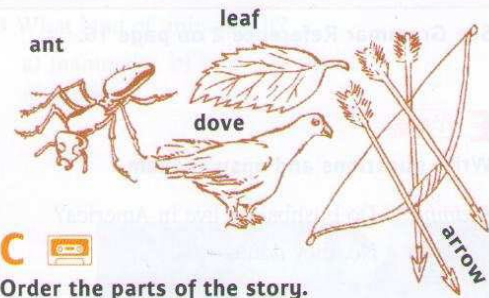
A: Is it a ...

Stage 3: Feedback

Give your partner's animal a score for interest.

- | | |
|---|-------------------------|
| 3 | very strange and exotic |
| 2 | quite interesting |
| 1 | not very interesting |

Listening: 'The Ant and the Dove'



Order the parts of the story.

Then listen and check your guesses.

Example: b 1

- The ant climbs on the leaf.
- An ant falls into a river.
- The ant bites the man's leg.
- A dove sees the ant and drops a leaf in the water.
- 'Thank you, little ant,' says the dove.
- Later, a man sees the dove and decides to shoot her.
- The man jumps. His arrow misses the dove.

Speaking: Finding Out



Find out about your partner's animal.

Stage 1: Preparation

Prepare questions in notes like this:

Example:

name?
mammal / reptile / bird?
big or small?



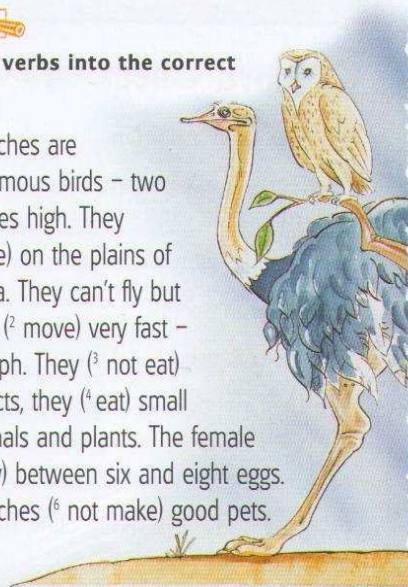
Consolidation

Grammar

A

Put the verbs into the correct form.

Ostriches are enormous birds – two metres high. They (1 live) on the plains of Africa. They can't fly but they (2 move) very fast – 65 kph. They (3 not eat) insects, they (4 eat) small animals and plants. The female (5 lay) between six and eight eggs. Ostriches (6 not make) good pets.



B

Write questions about ostriches.

- 1 where / live?
- 2 what / eat?
- 3 eat / insects?
- 4 how many eggs / female lay?
- 5 make / good pets?

C

In pairs, imagine you are talking animals. Ask and answer questions about your lives.

What/name? Where/live? What/eat and drink? Where/sleep? What/do?

Example: A: Hi! My name's Rover. What's your name?

B: Ted. I'm a cocker spaniel and you?

A: I'm a rottweiler. Where...

Vocabulary

D KEYWORDS

Classify these animals:

cobra	cockroach	koala	komodo dragon
kangaroo	rat	ant	dove
ostrich	chameleon	platypus	leopard
giant panda	penguin		

M (mammal) Mar (marsupial mammal)

R (reptile) B (bird) I (insect)

E

MEMORY GAME

- In groups, play this memory game:
A: At the zoo, there are ten penguins.
B: At the zoo, there are ten penguins and six elephants.
C: At the zoo, there are ten penguins, six elephants and ...

Pronunciation: /i:/ and /ɪ/ Sounds

F

Listen to these sounds then classify the words.

/i:/	/ɪ/
eat	it

Listen and check your answers.

sleep / live / eagle / chimpanzee / dolphin / listen / we / sea / insect / tree / platypus / leaf / she / meat

Module check

Animals

Grammar Reference

1 The present simple: affirmative and negative

	Affirmative	Negative
I/you/we/they	sing	don't sing
he/she/it	sings	doesn't sing

The present simple is used to express habitual actions:

This bird **sings** beautifully. Lizards **love** the sun.

The eagle **doesn't sing**. Koalas **don't eat** meat.

Remember! Verbs in the *third person singular* end with **s**: **he gives** / **she reads** / **it bites**

Sometimes the ending of the verb changes a little: **he switches on** / **she goes** / **it flies**

We use the auxiliaries **don't** and **doesn't** to form the *negative*:

He **doesn't like** snakes. Komodo dragons **don't eat** grass.

2 The present simple (interrogative)

Questions		
Do	I/you/we/they	play?
Does	he/she/it	play?

To form the interrogative, we use **do** and **does**.

Do kangaroos eat grass? Yes, they **do**.
Do they live in forests? No, they **don't**.

Does the ostrich lay eggs? Yes, it **does**.
Does it sing? No, it **doesn't**.

What does the lion eat? Meat.
Where do zebras live? In Africa.

Keyword Check KEYWORDS

Animals (general): female, male, pet

Mammals: bat, bushbaby, giant panda, leopard, polar bear, puma, rat

Marsupials: kangaroo, koala, platypus

Fish: salmon, trout

Birds: eagle, ostrich, penguin

Reptiles: chameleon, komodo dragon, lizard, snake

Insects: ant, cockroach

Parts of body: legs, body, claw, fur, head, nose, pouch, wing

Adjectives: big, small, short, long, sharp

Habitats: desert, forest, mountain, polar region, river, sea

Food: fruit, grass, leaves, meat, nuts

Verbs: come out at night, drop, fall into a river, lay eggs, look for food, switch on the lights

Look through the module and add other important words to these lists.

1 Look at Grammar References 1 and 2 on this page and complete Grammar File 1 in the Activity Book. Then do the *Test Yourself: Grammar* on page 11 of the Activity Book.

2 Look at the Keyword Check. Write important new words in your vocabulary book. Then do the *Test Yourself: Vocabulary* on page 11 of the Activity Book.

STORIES

Lead-in

Module 3

MODULE OBJECTIVES

IN THIS MODULE YOU WILL ...

- Read a TV film guide and a picture story.
- Listen to a story and a quiz.
- Talk about films and books.
- Write about a film.
- Practise adverbs of frequency and the present continuous tense.

a KEYWORDS

Match the words in the box with the films and books (1-5). Use the mini-dictionary.

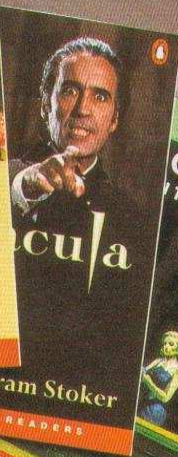
horror romantic science fiction comedy
adventure historical fantasy

Example: Titanic – romantic, historical

- 1 Titanic
- 2 Indiana Jones and the Last Crusade
- 3 Dracula
- 4 Bean – the Ultimate Disaster Movie
- 5 Alien



THE MOSQUITO COAST
PAUL THEROUX
PENGUIN READERS



Bram Stoker
PENGUIN READERS

CHANDLER
OF THE LAKE
PENGUIN READERS

b

What are your favourite films and books? Tell the class.

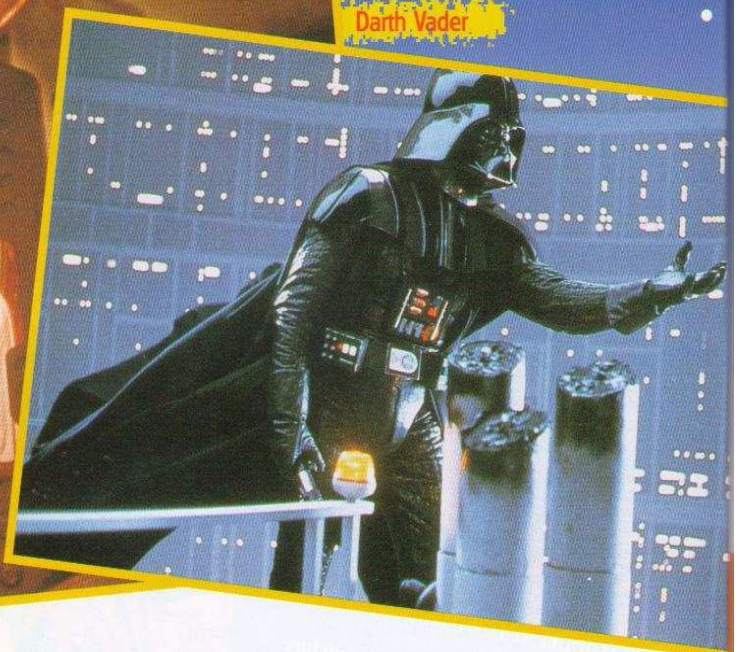
Example: My favourite film is *Jurassic Park*.
My favourite book is *The Hobbit*.

7 Films

Princess Leia and R2-D2

Stories

Darth Vader



TV-1

Here is another chance to see this classic science fiction film.

FILM NIGHT: BBC 1, 9.00 p.m. STAR WARS (1977) Director: George Lucas

- In another galaxy, the evil Empire controls nearly everybody – except the ‘Rebels’.
- The story begins when the rebel Princess Leia (Carrie Fisher) finds plans for the ‘Death Star’, a terrible weapon.
- She hides the plans in a robot, R2-D2, with the message: ‘Help me, Obi-Wan Kenobi. You’re my only hope.’ R2-D2 escapes to the planet Tattooine with another robot, C-3PO.
- The hero, Luke Skywalker (Mark Hamill), lives on Tattooine on

his uncle’s farm. He often dreams of a more exciting life. One day he finds R2-D2 and reads the message from Princess Leia. He goes to Obi-Wan Kenobi (Alec Guinness) and the fight against the Empire begins.

There is rarely a boring moment in the film. It is sometimes very funny – the two robots usually argue about everything! Darth Vader is a memorable villain – we never see his face behind the black mask. And, of course, the special effects are always brilliant. In fact, in many ways...

A KEYWORDS

Read the text quickly and find the names of these characters.

the princess the two robots
the hero the villain

B

Read the text carefully and choose the correct answer.

- 1 The ‘Death Star’ can a) help people b) destroy people c) hide people
- 2 Luke’s life is a) exciting b) boring c) easy
- 3 Luke fights a) Obi-Wan Kenobi b) the Empire c) the robots
- 4 The film is a) boring but funny b) exciting and funny c) boring but memorable

C  

Match these words from the text with the definitions.

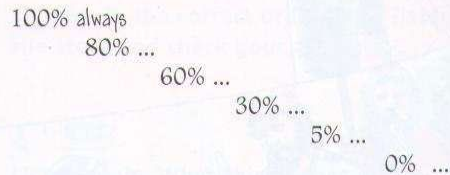
- | | |
|-------------|--------------------|
| 1 terrible | a not boring |
| 2 exciting | b amusing |
| 3 boring | c very bad |
| 4 funny | d very good |
| 5 memorable | e uninteresting |
| 6 brilliant | f easy to remember |

Language Focus: Adverbs of Frequency

D 

Find these words in the text. Then copy and complete the chart.

often / rarely / sometimes / usually / never / always



E 

Look at the adverbs in the text again. Complete these rules with *before* or *after*.

Adverbs of frequency go ¹ ... the verb 'to be'.
Adverbs of frequency go ² ... other verbs.

See Grammar Reference 5 on page 36.

F 

Write sentences using the words.

Example: 1 The film is sometimes very funny.

- 1 very funny / sometimes / is / the film
- 2 wears / Darth Vader / a black mask / always
- 3 there are / in the film / often / exciting fights
- 4 never / the Empire / good things / does
- 5 agree / the two robots / rarely
- 6 in the end / wins / the hero / always

G 

Think about your answers for this questionnaire. Then, in pairs, tell your partner.

Example: A: I often go to the cinema with my friends.

B: I don't. I always go with my parents.

DO YOU EVER ...

- go to the cinema with your friends?
- cry during romantic films?
- watch videos in English?
- close your eyes during horror films?
- laugh loudly during comedy films?

H  **DICTIONARY SKILLS**

Are these words nouns, verbs, adjectives, adverbs or prepositions? Put them into the correct category and then check your answers in the mini-dictionary.

noisy finally living room then
throw away before romantic next to

EXTRA TIME

Look at *World Club Magazine* on page 90. Do activity 7.

24 Robots

A WORLD OF ROBOTS

Imagine robots running, jumping, throwing and swimming. A scene from science fiction? Not really. Scientists have had small international competitions with robots since 1990, and they are going to get bigger.

1 Today robots work with radioactive materials and at the bottom of the sea. Scientists have developed new robots – they are going to help with fire-fighting and rescue operations.

2 Computers control 'driverless' trains in many modern cities; soon you are going to see robot buses in your city centre.



3 This is going to be a big area for robots. Obviously, you aren't going to visit a robot doctor in a white coat!

But scientists have designed artificial intelligence machines that can make a diagnosis and then make suggestions to a human doctor.

4 Robots have done some of our boring or dirty jobs for many years. Scientists have designed many new machines and in the next few years, there are going to be more factories with robot workers.

5 The first intelligent life to explore our solar system isn't going to be human. Robots have explored Mars, and scientists are going to use them for other planets.

A KEYWORDS

What things do you think robots will do in the future?

play sport fight fires drive buses
diagnose illnesses explore planets

Read the text and check your predictions.

B

Match the headings with the numbered paragraphs.

Transport / Dangerous Jobs / Medicine / Space Exploration / Factories

Example: 1 Dangerous Jobs

C KEYWORDS

Find the opposite of these words in the text.

safe small old natural interesting clean

Language Focus: Plans with Going to



D Copy and complete the tables.

AFFIRMATIVE

I	am	going to	see robot buses.
He / She / It	¹ ...		
You / We / They	² ...		

NEGATIVE

I	am not	going to	visit a robot doctor.	
He / She / It	³ ...			⁵ ... to
You / We / They	⁴ ...			

QUESTIONS

What	am	I	going to	do there?
How	⁶ ...	he / she / it		help us?
When	⁷ ...	you / we / they		live in a robot world?

See Grammar Reference 15 on page 86.



E Put the words in the correct order to make sentences.

Example: 1 NASA are going to send astronauts to Mars.

- 1 send / are / NASA / going to / to Mars / astronauts
- 2 is / how long / the journey / take? / going to
- 3 it / going to / take / about seven months / is
- 4 build / going to / they / aren't / a space station there
- 5 the astronauts / are / stay / going to / a long time?
- 6 going to / am / follow / on the Internet / I / the mission

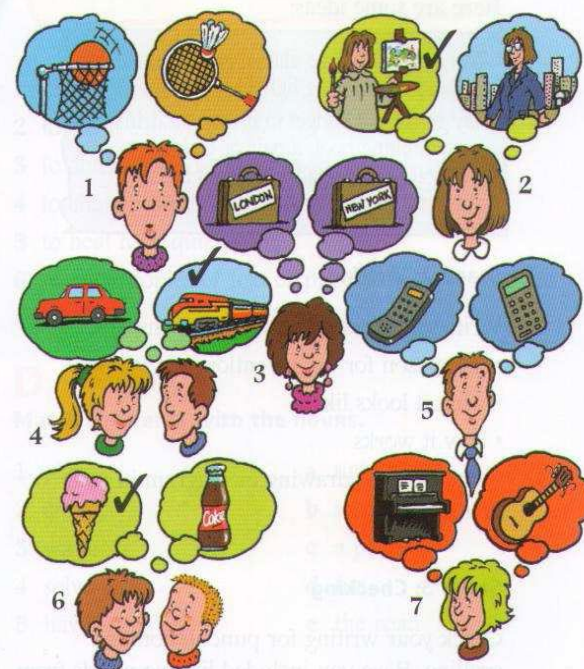


F Work in pairs.

Student A: Look at page 109: Exercise 6.

Student B: Ask your partner about pictures 1, 3, 5 and 7 and answer questions about pictures 2, 4 and 6.

Example: Number 1. Is the boy going to play basketball or badminton?



G Find compound nouns in the mini-dictionary and ask questions like these:

What is the word for:

- a machine which *plays* CDs?
- an insect that *hops* in the grass?
- a *person* who works in *business*?

EXTRA TIME

Look at *World Club Magazine* on page 97. Do activity 24.



Fluency

Writing: A Description



Write a description of a real gadget or invent your own.

Stage 1: Preparation

Do a quick drawing or plan of the gadget. Use a bilingual dictionary to find useful words. Here are some ideas:

Real gadgets: smoke alarm, pocket translator, virtual pet, key-ring light

Silly gadgets: a gadget to bring you drinks in the swimming pool, a pair of trainers to help you jump, a gadget to hold a book when you are reading in the shower

Stage 2: Writing

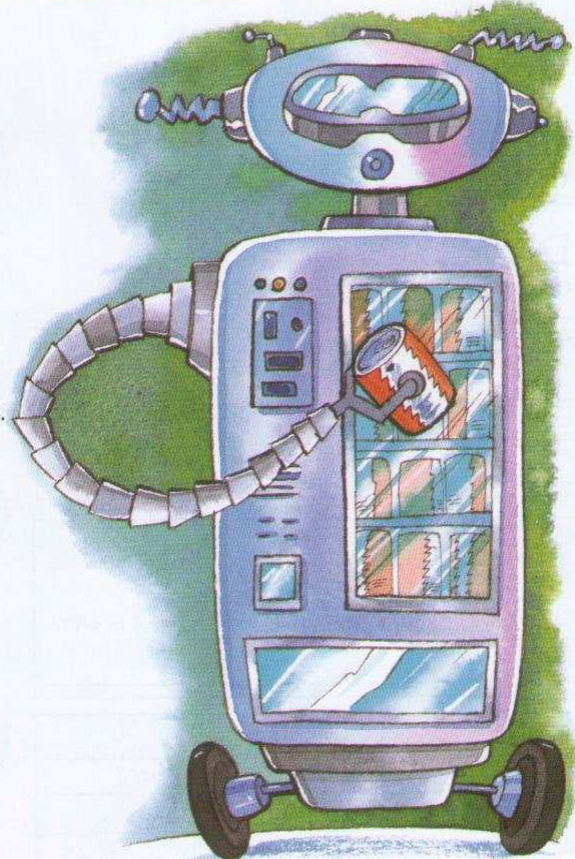
Write sentences about the following:

- the reason for the invention
- what it looks like
- how it works

Include a neat drawing or diagram in your description.

Stage 3: Checking

Check your writing for punctuation and spelling. Have you included linking words from Lesson 23D (*basically, because, to, so*)?



Stage 2: Speaking

Describe your gadget to your group. Do not read your written description – use your list of important words.

Stage 3: Feedback

In groups, look at the drawings and descriptions. Decide which is the silliest or the most useful. Tell the class.

Speaking: Telling Others



Describe your gadget to your group.

Stage 1: Preparation

Look at your description of a gadget and write a list of important words.


Listening: A Song



Listen to the song and answer the questions.

- 1 What gadget is the song about?
- 2 What is the operator doing?
- 3 What happens when you press a 'special key'?

WELCOME TO
**WORLD CLUB
MAGAZINE!**

In this magazine you can: read stories, do puzzles, play games and have fun!
You can also make your own magazine. This symbol  means:
Add this to your magazine! Good luck!!

Sports

Crossword



Tuna, Mayonnaise, Cheese and Banana Sandwich



Computer Game



Romance



Harris M., Mower D. *World Club 2: Students' Book*. China: Pearson Education Limited, 2000. 111 p.

1

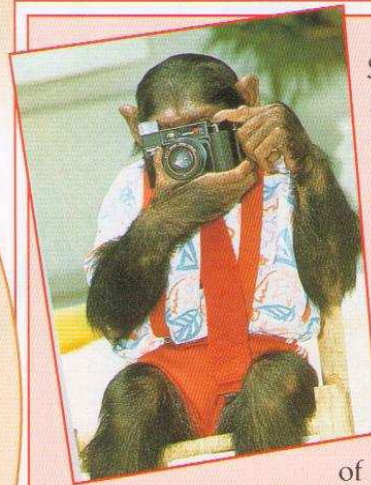


Which one's the odd-one-out? Can you find the animal that is in the wrong group?

- 1 a) ant b) cockroach c) spider
- 2 a) eagle b) penguin c) ostrich
- 3 a) bat b) dolphin c) ant
- 4 a) chameleon b) snake c) crocodile
- 5 a) lion b) zebra c) tiger
- 6 a) hamster b) rabbit c) kiwi



Now write your own animal "odd-one-out".



Sometimes we see chimpanzees doing human things. They drink from cups, or take photos. Why? Chimpanzees belong to the same family of apes as the huge gorillas

of Africa and the

red orang-utan of Southeast Asia, but scientists think the chimpanzees are the most intelligent.

They come from the rain forests and grasslands of Central and West Africa; they have got long black hair and they haven't got tails. An adult male is about 85 centimetres tall and weighs about forty kilos.

Chimpanzees live in large groups of twenty-five to fifty animals, and one male chimpanzee is the leader. They spend most of their time on the ground but they also climb trees to find food. They eat mainly fruit and insects, and sometimes they eat meat, such as monkeys. When they hunt, the males work together. Then they share the food with the whole family group.

But the greatest sign of the chimpanzee's intelligence is that it makes and uses tools. It pokes a stick into an ants' nest, then pulls out the stick and eats the ants. It also uses stones to crack nuts, and it chews leaves to make a sponge to mop up water. Some chimpanzees can even communicate with humans by using sign language or a computer!

2

Animal Quiz

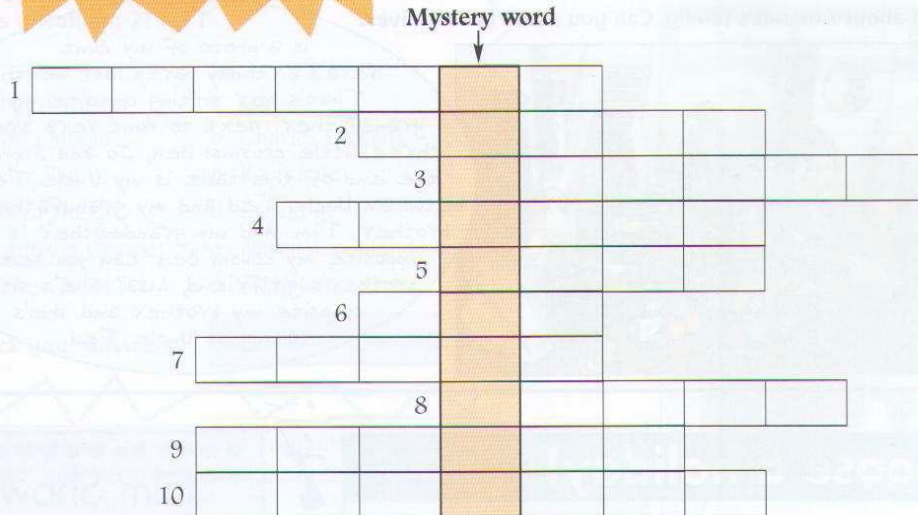
What do you know about chimps?

- 1 Chimpanzees come from:
a Asia b Asia and Africa c Africa
- 2 Chimpanzees weigh:
a 20 kilos b 30 kilos c 40 kilos
- 3 Chimpanzees eat:
a fruit, insects and sometimes meat
b insect and small animals c leaves and grass
- 4 Chimpanzees live:
a in large groups b in small groups
c individually

**Now read about chimpanzees.
Were you right?**

3

Crossword



Can you do our animal crossword?

- 1 A very large bird that can't fly.
- 2 A tiger has got very ... claws.
- 3 A very small animal with six legs.
- 4 An animal which gives milk to its young.
- 5 A wild cat from North and South America,
- 6 A popular pet.
- 7 The elephant's nose.
- 8 An African animal like a horse but striped.
- 9 Camels can live in the
- 10 Monkeys live in tropical

The mystery word is: ...



Now make up a similar puzzle, using words from Module 1.

- Choose a long word to go down.
- Find words to go across, using the letters in the long word.
- Write your clues. (The mini-dictionary may help you.)
- Copy out the puzzle with the clues and give it to your friends to do.

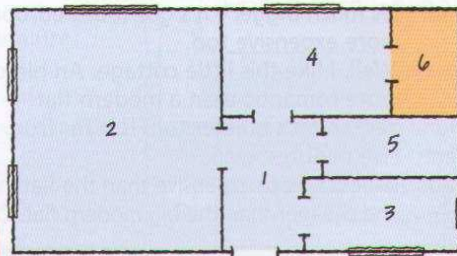
4 What goes where?!

Read about the flat and then try to name the rooms on the plan.

My brother and his wife live in a lovely little flat. They've got a beautiful living room with three big windows. They sit and watch TV in the living room and they eat there too because they haven't got a separate dining room. When you stand in the hall at the front door, the kitchen is on the right and the bedroom is in front of you. It's lovely because it's got a big balcony. There's a small bathroom between the kitchen and the bedroom.



Draw a plan of a flat you like and write a description.



5

Who's Who in Amanda's family?

Read about Amanda's family. Can you name her relatives?



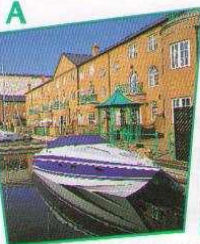
This is a photo of my Aunt Vera's birthday party last month. That's her sitting opposite my grandfather. Next to Aunt Vera are my three little cousins: Ben, Jo and Sophie. At the end of the table is my Uncle Ted. In between Uncle Ted and my grandfather is my brother, Tim. And my grandmother is sitting opposite my cousin Ben. Can you see my brother's girlfriend, Lisa? She's sitting opposite my brother and she's talking to Uncle Ted.

6

Choose a holiday!

Ben's family want to plan their holiday. Which holiday house do they choose? Why?

Which do you prefer? Why?



Dad: So we don't want a hotel this year?

Mum: Well, it's cheaper to cook our own meals. You can all help with the cooking. Look, this is a nice little flat, and the village isn't a long way from the sea.

Ben: Why can't we be nearer the sea? I like this modern flat. Look, the building is next to the sea. We can go and swim before breakfast.

Dad: It's much bigger - it's got four bedrooms! It's much more expensive too.

Susan: Well, I like this little cottage. An old cottage is more romantic than a modern flat.

Mum: Yes, and it's quieter too. Is it far from the sea?

Ben: Five minutes' walk.

Dad: Well, it's more expensive than the flat in the village and cheaper than the big modern flat. OK. Let's take it.

7

Film Show

What kind of films are these? Invent titles for them.

- A A French nuclear scientist disappears with a secret file. An exciting story which takes us from the Caribbean to Cairo, from Moscow to Madrid...
- B More funny adventures with Hamish Minty about his life as a doctor in the islands of Scotland.

Now invent a title and a description of a film.



Mini-dictionary

This mini-dictionary will help you to understand all the words that are either important to remember or necessary to do the activities. Remember that you don't have to understand every word when you read a text. If you find a word in one of the texts which is not in the mini-dictionary then that word is not essential to do the activity. We recommend that you refer to the **Longman New Junior English Dictionary** (first published 1984) for words not included here. Remember that this mini-dictionary is not a substitute for a complete dictionary.

A

accurately /'ækjʊrətli/ *adverb* correctly.

act /ækt/ *verb* 1 to do or behave: *The children acted very badly at school.* 2 to pretend to be someone else, in a play or a film.

act out /ækt aʊt/ *verb* perform: *We acted out our dialogue.*

actor /'æktə/ *noun* a man who acts in plays or films.

actress /'æktɪs/ *noun* (plural **actresses**) a woman who acts in plays or films.

adventure /ədventʃə/ *noun* an exciting thing that happens to someone.

adventurous /ədventʃərəs/ *adjective* liking a life full of adventures.

advertisement /əd'vɜ:tɪsmənt/ *noun* a notice or a short film offering something for sale: *a newspaper advertisement, an advertisement for a new soap.*

aeroplane /'eə'pleɪn/ *noun* a large flying machine with wings, in which people can travel.

agreement /ə'grɪmənt/ *noun* (no plural) having the same opinion as someone else.

aircraft /'eəkra:ft/ *noun* (plural **aircraft**) a flying machine.

airport /'eəpɔ:t/ *noun* a place where aircraft are kept and where they arrive and leave.

airship /'eəʃɪp/ *noun* an old type of aircraft containing gas to make it lighter than air and with an engine to make it move.

album /'ælbəm/ *noun* 1 a book with empty pages where you can put photographs, stamps, etc. 2 a record with several songs on each side: *a Corrs album.*

alien /'eɪliən/ *noun* a creature from another world: *a spaceship full of aliens.*

alone /ə'ləʊn/ *adjective, adverb* not with other people: *He lives alone.*

along /ə'lɒŋ/ *preposition* following the length of: *We walked along the road.*

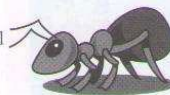
always /'ɔ:lweɪz/ *adverb* 1 at all times: *He always arrives late.* 2 for ever: *I shall always remember you.*

amazing /ə'meɪzɪŋ/ *adjective* very surprising and exciting: *What amazing news!*

ambitious /æm'bɪʃəs/ *adjective* wanting very much to be successful.

amusing /ə'mju:zɪŋ/ *adjective* making you laugh or smile; funny: *an amusing story.*

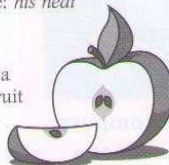
ant /ænt/ *noun* a small insect that lives in large groups.



appear /ə'piə/ *verb* to come into sight: *He appeared on TV.*

appearance /ə'piərəns/ *noun* 1 the sudden arrival or coming into sight of a person or thing. 2 the way a person looks to other people: *his neat appearance.*

apple /'æpl/ *noun* a round, hard, juicy fruit which is usually red or green.



argue /'ɑ:gju:/ *verb* to fight or disagree in words: *They often argued about money.*

article /'ɑ:tɪkəl/ *noun* 1 a thing: *an article of clothing.* 2 a piece of writing in a newspaper: *an article about ships.* 3 the words a or an (=indefinite article) or the (definite article).

artificial /ɑ:tɪ'fɪʃəl/ *adjective* not real: **artificial** flowers.

artist /'ɑ:tɪst/ *noun* a person whose job is painting pictures.

ask /ɑ:sk/ *verb* to say something that is a question: *"Who are you?" she asked.*

attach /ə'tætʃ/ *verb* to fix something to something else.

attractive /ə'træktɪv/ *adjective* pleasing, especially to look at.

automatic /ɔ:tə'mætɪk/ *adjective* working by itself: **automatic** doors (= doors that open and close without being touched).

B

balcony /'bælkəni/ *noun* (plural **balconies**) a place above the ground on the outside of a building where people can sit: *Our flat has a large balcony.*

banquet /'bæŋkwɪt/ *noun* a special, important meal where there a lot of people.

base /beɪs/ *noun* 1 the bottom of something; the part that something stands on. 2 the place where something is controlled: *a military base.*

bat /bæt/ *noun* 1 a piece of wood for hitting the ball in some games: *a baseball bat.* 2 a small animal with wings that flies at night and hangs upside-down when it sleeps.

bathroom /'bɑ:θrʊm, -rʊm/ *noun* a room in a house where people wash their bodies or have baths.

bean /bi:n/ *noun* a seed or seed container of a plant which is eaten as a vegetable: *green beans.*

bed /bed/ *noun* a piece of furniture you sleep on: *What time did you go to bed last night* (= go to your bed to sleep)?

bedroom /'bedrʊm, -rʊm/ *noun* a room for sleeping in.

bee /bi:/ *noun* a stinging, flying insect that makes honey.



before /bɪ'fɔ:/ *preposition* earlier than: *You must leave before 8 o'clock.*

bill /bɪl/ *noun* a piece of paper showing how much you must pay for something.

blind /blaɪnd/ *adjective* not able to see.

Pairwork Activities

Exercise 1 (H - page 13)

Work in pairs.

Student A: Answer your partner's questions about the puma. Ask questions to complete your table.



Example: What kind of animal is it?

Group/family	mammal - cat family
Continent	...
Habitat	all kinds of countryside
Size	...
Colour	grey or reddish-brown
Food	...
Way of hunting	alone
Other names	...

Exercise 2 (G - page 23)

Work in pairs.

Student A: Ask and answer questions to find six differences between your picture and your partner's picture.

Example: In my picture there is a small table in front of the sofa. Is there a table in your picture?

Exercise 3 (F - page 43)

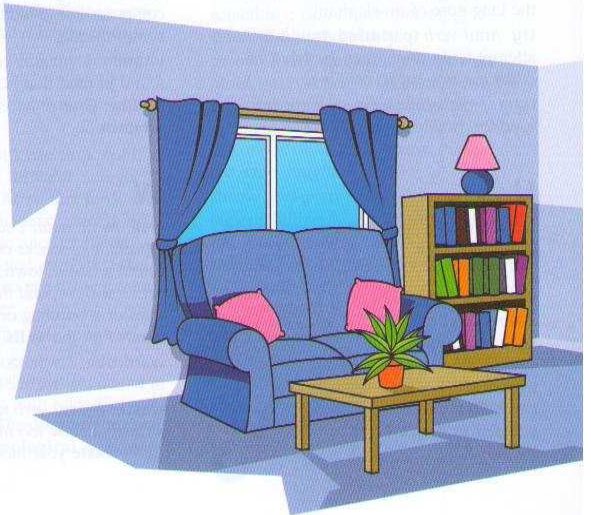
Work in pairs.

Student A: Answer your partner's questions about the great footballer, Pele, and ask questions to complete your passage.

Example: 1 What did his friends call him?



Edson Arantes do Nascimento was born in Brazil in 1940. His friends called him ... (1 *What?*). He was very good at football. He was only 16 when he played for the (2 *Which team?*). He scored two goals in 1958, the following year, to help Brazil win (3 *What?*). He played 1254 games for his team, Santos, and scored (4 *How many?*) goals. Then he joined the New York Cosmos. He stopped playing in 1977 but he continued to work in (5 *Where?*), where he helped to make football popular.



Pairwork Activities

Irregular Verbs

Infinitive	Past	Past Participle	Infinitive	Past	Past Participle
bite	bit	bitten	learn	learnt/learned	learnt/learned
break	broke	broken	leave	left	left
bring	brought	brought	lose	lost	lost
build	built	built	make	made	made
burn	burnt	burnt	mean	meant	meant
buy	bought	bought	meet	met	met
catch	caught	caught	pay	paid	paid
choose	chose	chosen	put	put	put
come	came	come	read	read	read
cost	cost	cost	ride	rode	ridden
cut	cut	cut	ring	rang	rung
do	did	done	run	ran	run
draw	drew	drawn	say	said	said
drink	drank	drunk	see	saw	seen
drive	drove	driven	send	sent	sent
eat	ate	eaten	shoot	shot	shot
fall	fell	fallen	show	showed	shown/showed
feed	fed	fed	sing	sang	sung
feel	felt	felt	sink	sank	sunk
find	found	found	sleep	slept	slept
get	got	got	speak	spoke	spoken
give	gave	given	spell	spelt	spelt
go	went	gone	spend	spent	spent
grow	grew	grown	stand	stood	stood
have	had	had	swim	swam	swum
hear	heard	heard	take	took	taken
hide	hid	hidden/hid	teach	taught	taught
hit	hit	hit	tell	told	told
hold	held	held	think	thought	thought
hurt	hurt	hurt	understand	understood	understood
keep	kept	kept	wake (up)	woke (up)	woken (up)
know	knew	known	wear	wore	worn
lay	laid	laid	win	won	won
			write	wrote	written

Pearson Education Limited,
Edinburgh Gate
Harlow
Essex CM20 2JE
England
and Associated Companies throughout the world

www.longman.com

© Pearson Education Limited 2000

All rights reserved; no part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior written permission of the Publishers.

The right of Michael Harris and David Mower to be identified as authors of this work has been asserted by them in accordance with the Copyright, Designs and Patents Act 1988.

First published 2000
Eleventh impression 2007

Set in 12pt Footlight Light and Eurocrat

Printed in China. GCC/11

ISBN 978-0-582-34974-2

Illustrated by Enrique Bernabeu, Fernando Cano, Robin Edmonds, Fernando Gómez, Phil Healey, Alberto de Hoyos, Gonzolo Izquierdo and Chris Simpson.

Acknowledgements

The authors and publishers would like to thank Val Emslie for writing additional materials for World Club 1.

We are also very grateful to the following people and institutions for their contribution:

Mónica Marinakis and her team from AACI;
Marta Moure and Liliana Luna from Asoc.
Ex-Alumnas del Prof. en Lenguas Vivas J.R.F;
Nora Gervasio, Patricia Ugo, Gabriela Atrio y
alumnos del Colegio Monseñor Dillon.

We are grateful to the following for permission to reproduce copyright material:

Kettle Records, Post House, King Kettle, Fife for the lyrics to the song 'Air Guitar', © P. Kennedy © Some sweet music; MCA Entertainments for the lyrics to 'Sweet Home Alabama' by Lynyrd Skynyrd.

Photo Acknowledgements

We are grateful to the following for permission to reproduce copyright photographs:
Actionplus for page 62. AGE for pages 4 (c), 7 (top, middle left & bottom), 8 (top centre & top left), 10 (left), 12 (bottom left & right), 17 (left), 22 (middle left), 70, 78 (c) and 82 (right). All Action for page 37 (bottom left). All Sport for pages 43 and 108 (right). Gareth Boden for pages 59 and 109. Image Bank for pages 6, 22 (top right) and 61. Incolor for pages 4 (a & e), 8 (top right & middle right), 10 (top right & bottom right), 17 (top & bottom right) and 18 (right). Katz Pictures for page 37 (top left). Kobal for pages 27, 28 (left), 37 (middle left & middle middle), 40 (bottom centre), 67 & 77. Pictor International for page 90 (top). Popperfoto for pages 4 (f) and 47. Radial Press for pages 4 (b & g), 18 (left), 28 (right), 37 (top right & middle right), 40 (bottom right), 42, 44, 45, 78 (b) and 88. Robert Harding for pages 90 (middle left and middle middle). Stock Photos for pages 4 (d), 7 (middle right), 8 (middle left), 12 (top left), 20 and 22 (bottom). Tony Stone for pages 5, 13, 87, 90 (middle right) and 108 (left). Zardoya for pages 37 (middle left), 38, 40 (bottom left), 82 (left) and 91.

We regret that we have been unable to trace the copyright holder of the photograph on page 79 and would welcome any information enabling us to do so.

Harris M., Mower D. *World Club 2: Students' Book*. China: Pearson Education Limited, 2000. 111 p.

End-of-year Self-assessment

Assess yourself:

- A I have no problems.
- B I have some problems.
- C I have a lot of problems with this.

Speaking Writing

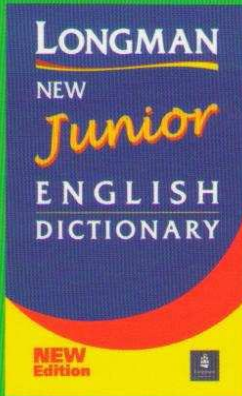
- about animals and pets
- about houses
- about films and books
- about pop or film stars
- about spy stories
- about food and going out
- about the future
- about news
- about machines and inventions

Listening

- to your teacher
- to dialogues (on the cassette)
- to other students

Grammar

- Present simple
- Prepositions of place
- Comparatives
- Adverbs of frequency
- Present continuous
- Past simple regular verbs
- Past simple irregular verbs
- Quantity
- Obligation
- Future simple (*will*)
- Present perfect
- Superlatives
- Plans (*going to*)



WORLD CLUB

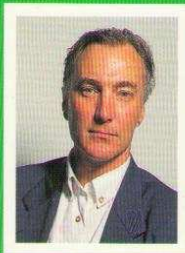


We recommend the Longman New Junior English Dictionary to accompany *World Club*. Visit our website for more information or contact your local bookshop.

World Club motivates and educates students

- Informative topics for today's students
- Fun games and activities
- Plus World Club Magazine - something for everyone!

Michael Harris



World Club encourages independent learning

- Clear module objectives and self-evaluation tasks
- Mini-dictionary and dictionary skills activities
- Test Yourself exercises in the Activity Book

David Mower



World Club: an all-round teacher's resource

- Interleaved Teacher's Resource File
- Complete photocopiable assessment programme
- Ideas for mixed-level classes and extra photocopiable activities



www.longman.com

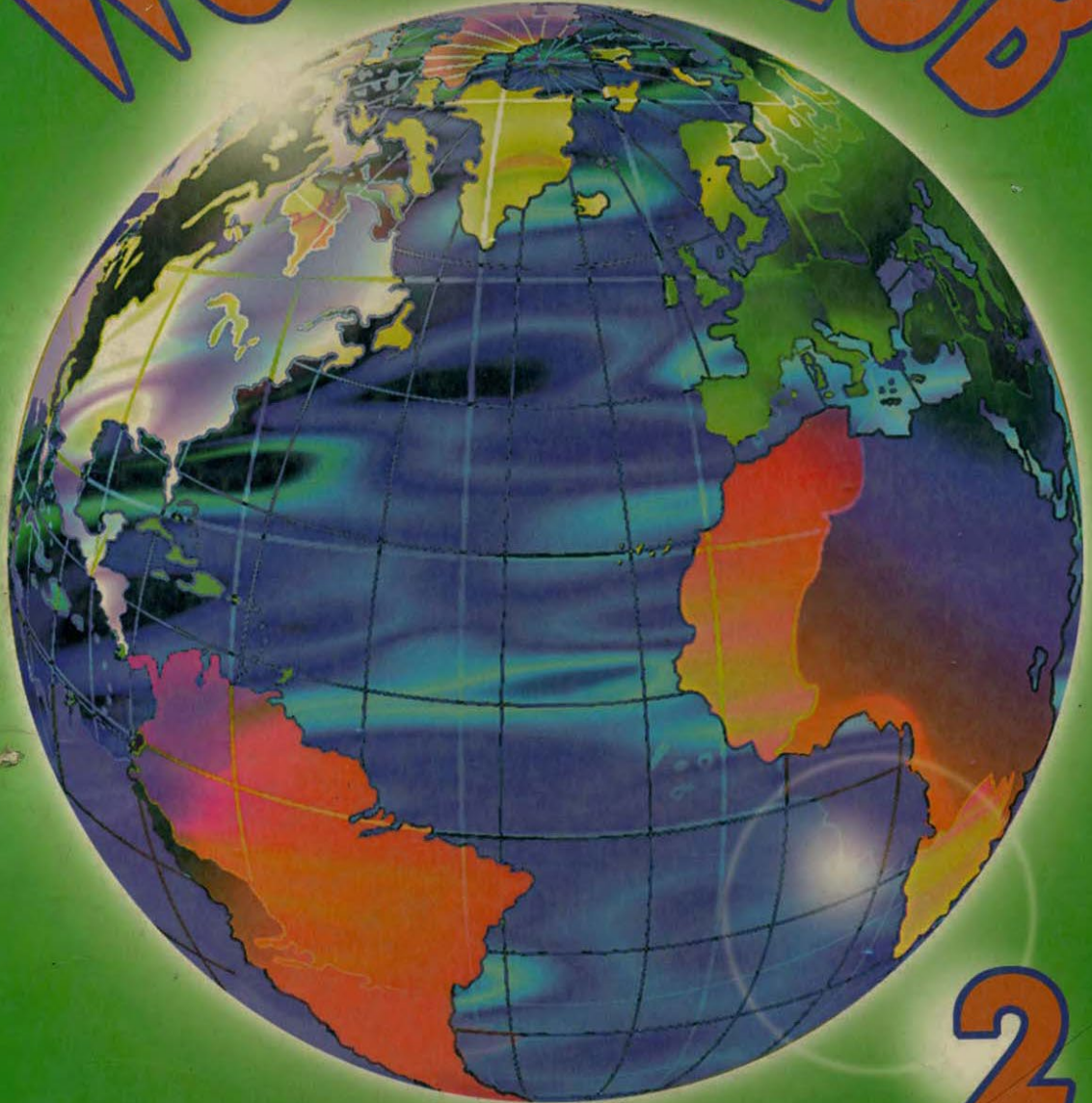
ISBN 0-582-34974-5



9 780582 349742

Harris M., Mower D. *World Club 2: Students' Book*. China: Pearson Education Limited, 2000. 111 p.

WORLD CLUB



2



TEACHER'S RESOURCE FILE

Michael Harris David Mower

Mady Musiol

Harris M., Mower D., Musiol M. *World Club 2: Teacher's Resource File*. Pearson Education Limited, 2000. 141 p.

Contents

Introduction	2
Teacher's Help	8
Teacher's Notes	
Learning to Learn	11
Module 1	14
Module 2	23
Module 3	33
Module 4	43
Module 5	53
Module 6	63
Module 7	73
Module 8	83
Assessment	
Introduction	95
Task sheets	99
Assessment tasks key	115
Assessment tapescripts	117
Oral assessment	118
Language Work-out	
Task sheets	122
Language Work-out key	138
Grammar File Answer key	141

WORLD CLUB



2



www.longman.com

ACTIVITY BOOK

Michael Harris David Mower

Harris M., Mower D. *World Club 2: Activity Book*. Pearson Education Limited, 2000. 80 p.



Fletcher M., Munns R. *Timesaver: Visual Grammar (Elementary-Intermediate)*. UK: Scholastic (Mary Glassgo Magazines), 2004. 79 p.

Timesaver Visual Grammar

(Elementary – Intermediate)

Mark Fletcher
and Richard Munns

 SCHOLASTIC

MARY GLASGOW MAGAZINES

Fletcher M., Munns R. *Timesaver: Visual Grammar (Elementary-Intermediate)*.
UK: Scholastic (Mary Glassgo Magazines), 2004. 79 p.

Contents

★ Elementary (Students with up to 2 years of English)

ACTIVITY	STRUCTURE	PAGE
<i>be</i> and <i>have</i>	Present simple: <i>be</i> and <i>have</i>	6
<i>go</i> and <i>like</i>	Present simple: <i>go</i> and <i>like</i>	8
Moody Mick's day	Present simple for routines	10
What have they got?	<i>Have got</i>	12
Busy being busy	Present continuous	14
Usually, but ...	Present simple and present continuous	16
Hyper Harry's holiday	Past simple: regular verbs	18
Dizzy Daisy's day out	Past simple: irregular verbs	20
World traveller	Future with <i>will</i>	22
After work	Future with <i>going to</i>	24
Elementary tense review	Review: present simple, present continuous, past simple, <i>going to</i>	26

★★ Pre-intermediate (Students with 2–3 years of English)

ACTIVITY	STRUCTURE	PAGE
They've just ...	Present perfect	28
<i>Already, yet, for, since</i>	Present perfect with <i>already, yet, for, since</i>	30
Then and now	Present perfect and past simple	32
What were they doing?	Past simple and past continuous	34
Is there anyone there?	<i>a lot of, (not) much / many, (not) any</i>	36
Four friends	Comparatives and superlatives	38
What are they saying?	<i>will</i> (spontaneous decisions) and <i>going to</i> (plans)	40
Groovy Granny's trip to Scotland	First conditional	42
Eventful histories	Present and past passive	44
Pre-intermediate tense review	Review: present simple / continuous / perfect, past simple / continuous, present / past passive	46

★★★ **Intermediate** (*Students with 3 or more years of English*)

ACTIVITY	STRUCTURE	PAGE
How long? How many?	Present perfect simple and continuous	48
If I was a film star	Second conditional	50
Why did they do it?	Past perfect and past simple	52
If they hadn't ...	Third conditional	54
Life in 2015	Future perfect and <i>might have</i>	56
Loaded Liam's new house 1	Passives: present continuous (and present and past simple)	58
Loaded Liam's new house 2	Passives: present perfect (and present and past simple)	60
Comparing passives	Passives: all tenses	62
Granny Grace and Grandad Graham	<i>used to</i>	64
What has happened?	<i>must / can't / should have</i>	66
Intermediate tense review	Review: including past perfect, present perfect continuous, future perfect	68
Introduction		5
Answers		71

Introduction

Timesaver Visual Grammar is a rich resource of lively photocopiable grammar practice materials for secondary school students at Elementary, Pre-Intermediate and Intermediate levels. The easy-to-use format and answer key saves preparation time and forms an ideal bank of materials to supplement any coursebook.

Each activity provides thorough and stimulating practice of the main structures found in a syllabus spanning Elementary to Intermediate levels. Through a series of fun and memorable cartoons, students are prompted to produce and practise grammar in context. Humorous teen-friendly characters such as Clubbing Clare and Dizzy Daisy will contribute to students' motivation and enjoyment.

How to use *Timesaver Visual Grammar*

The activities are divided into two-page sections. The first page always contains a set of picture prompts focusing on production of the target structure. The second page provides further contextualised practice through a variety of exercises – dialogue completion, matching exercises and so on. There is a tense review at the end of each level to consolidate the key structures taught.

The *Visual Grammar* activities are not intended to present new grammar but to provide practice of recently acquired structures. For this reason, there are no grammar explanations.

Page 1: The first-page section of each activity can be used in isolation, as well as with the accompanying second page. For example, try using it as a warmer at the start of a class, before using the coursebook. Students look at the picture prompts and orally, either in pairs or as a class, produce the correct sentences. Use this as an opportunity to work on pronunciation and contractions, where necessary.

Alternatively, the first page can be used as a revision tool to jog students' memories before presenting a new related structure. For example, you might want to consolidate students' knowledge of simple past tense form and usage before presenting the present perfect for the first time.

With stronger classes, you may even want to use the first section as a means of 'test – teach – test' type presentation: students complete the exercises in written form and try to produce the new structure. You then present the new structure, eliciting form and usage as far as possible from the class, before going on to practise the new structure further.

Page 2: The second-page section of each activity works best as a follow-up to the visual prompts. Once students have revised the structure, the second section gives them the opportunity to practise grammar in context through a range of exercises – question and negative formation, matching activities, dialogue completion and freer personalisation activities.

The emphasis is on written production but there is plenty of opportunity for oral practice too. Get students to act out the dialogues they have completed in pairs or in front of the class, for example. When completing a personalisation activity, ask students to compare their experiences with their classmates.

Time: Approximate timings are indicated at the top of each activity and are based on working through all exercises. However, as has been shown, the material is designed to be flexible. If you have a whole 40- or 50-minute class to fill, there is plenty of scope for extending the activities using the suggestions above. Alternatively, the first-page section need only take a maximum of ten minutes as a warmer before the main focus of the class begins.

Level: This generally corresponds to the structures that most students who have studied for a particular length of time can be expected to have covered:

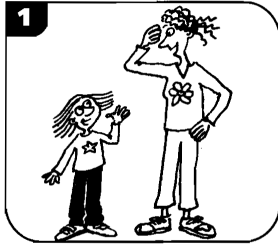
- ★ = up to 2 years of English
- ★★ = 2 to 3 years of English
- ★★★ = 3 years or more of English

The levels are not in any way prescriptive. Students of higher levels may need to revisit lower level structures, or stronger students with fewer years of English may need a higher level of challenge. All depends on individual classes.



be and have

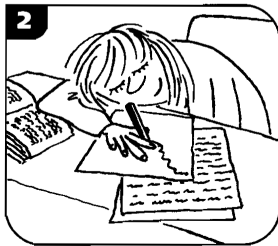
1 Complete the sentences with the correct form of *be* or *have*.



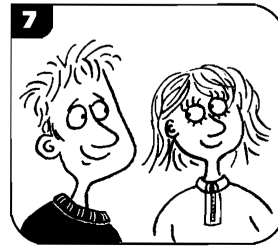
You are very tall.



We have too much homework.



I very tired.



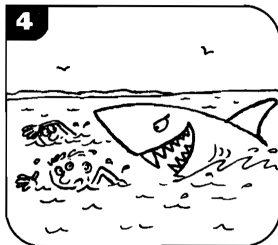
You beautiful eyes.



He my friend.



She spaghetti for lunch every day.



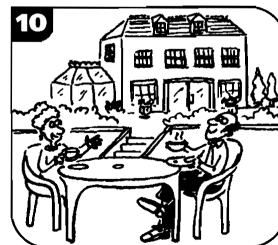
We good swimmers.



I a lot of money.



They very sad.



They a nice house.



2 Complete the questions and answers.

be

- 1 *is* she tall?
Yes, she *is*
- 2 you tired?
Yes, I
- 3 he your brother?
No, he
- 4 you good swimmers?
Yes, we
- 5 they happy?
No, they

have

- 6 *Do* you *have* too much homework?
Yes, we *do*
- 7 *Does* she beautiful eyes?
Yes, she
- 8 she roast beef every day?
No, she
- 9 you a lot of money?
Yes, I
- 10 they a horrible house?
No, they

3 Complete the negative sentences.



be

- 1 You *aren't* very tall.
- 2 I very tired.
- 3 He my friend.
- 4 We good swimmers.
- 5 They very sad.



have

- 6 We *don't have* too much homework.
- 7 You beautiful eyes.
- 8 She spaghetti every day.
- 9 I a lot of money.
- 10 They a nice house.



go and like

1 Complete the sentences with the correct form of go or like.



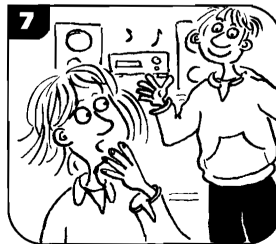
I*go*..... to work at 8 o'clock.



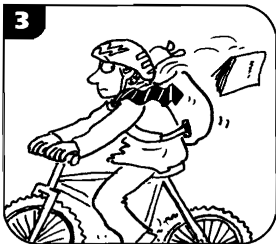
I*like*..... dancing.



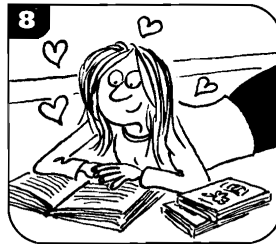
You always too fast.



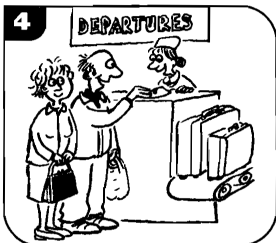
You strange music.



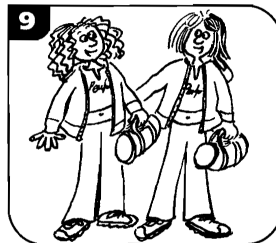
My brother to school by bike.



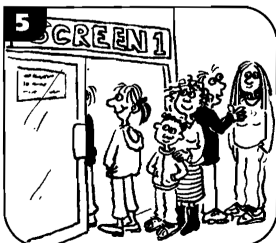
She reading.



They on holiday three times a year.



We the same things.



We to the cinema every Friday.



They all tea.



2 Complete the questions and answers.

go

- 1 *Do* you *go* to work at the same time every day?
Yes, I *do*
- 2 they always too fast?
Yes, they
- 3 your brother to school by bus?
No, he
- 4 they on a lot of holidays?
Yes, they
- 5 you swimming every Friday?
No, we

like

- 6 *Do* you *like* dancing?
Yes, I *do*
- 7 he normal music?
No, he
- 8 she reading?
Yes, she
- 9 you different things?
No, we
- 10 they all coffee?
No, they

3 Complete the texts with the correct form of the verbs in brackets.



We (1 not like) *don't like* most of the restaurants in our town, but we (2 like) a pizza restaurant called Pizza Pizzazz. We always (3 go) there on Saturdays. We (4 like) the waiter at the restaurant, and he (5 like) us too. But sometimes we (6 not go) home until midnight, and he (7 not like) us then. He (8 not like) working late at night.

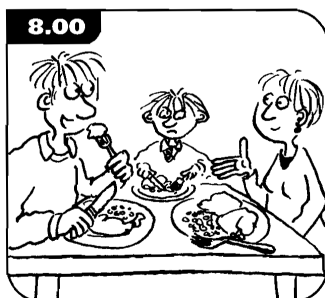
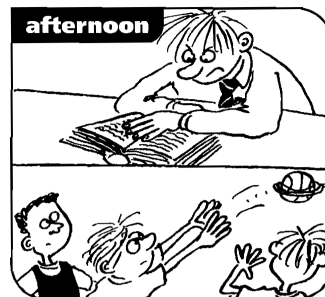
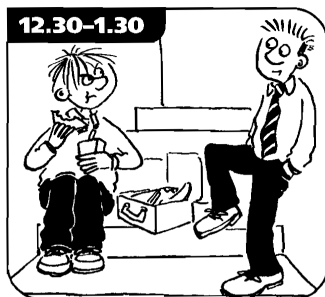
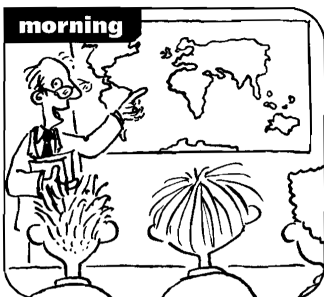
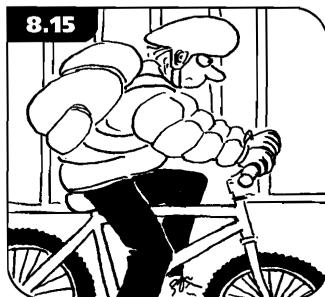
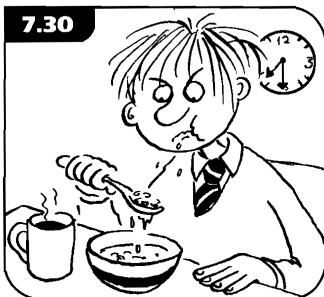
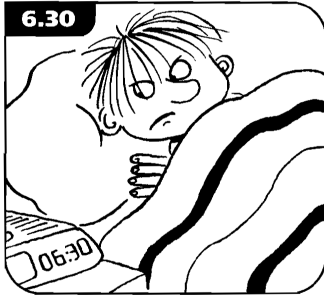
Rosie (9 go) to school by bus. The bus (10 go) along her street and straight to school, so it's a very easy journey. But Rosie (11 not like) getting up in the mornings. She (12 like) lying in bed. Sometimes she's too late for the bus, so she (13 go) to school in her parents' car. Her parents (14 not like) taking her to school, because they (15 go) to work in a different part of town. Sometimes they are very cross with Rosie.





Moody Mick's day

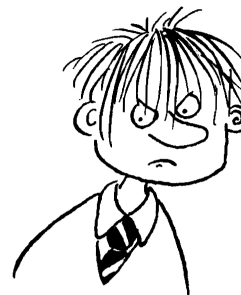
1 Look at the pictures. Ask and answer questions.
 When does he ...? What does he ...? Where does he ...? How does he ...?





2 What does Moody Mick do on school days?
 Complete the text with the correct form of these verbs. You will need to use some of the verbs more than once.

have get play arrive do
 go watch wake up talk
 meet leave



On school days, Moody Mick (1) wakes up at 6.30. He (2) a wash and (3) dressed. At 7.30 he (4) breakfast. He usually (5) cornflakes, bread and tea. He (6) home at 8.15 and (7) to school by bike. He usually (8) at school at 8.45. He (9) lessons until lunch time. Lunch time at school is from 12.30 to 1.30. In the afternoons he (10) more lessons or (11) basketball. He normally (12) home at 4.00. He and his parents (13) dinner at 8.00. In the evenings, Moody Mick (14) his homework, (15) TV or (16) his friends. They (17) about their plans for the weekend.

3 Answer the questions.

- 1 What time does Moody Mick wake up? He wakes up at 6.30.
- 2 Does he have a shower in the morning?
- 3 What does he usually have for breakfast?
- 4 How does he go to school?
- 5 How long does the journey take?
- 6 Where does he have lunch?
- 7 When do Mick and his parents have dinner?

4 And you? Answer the questions about your day.

- 1 What time do you usually wake up?
- 2 What do you normally have for breakfast?
- 3 Do you usually have lunch at home?
- 4 What do you do in the afternoons?

5 Write three more questions and interview a friend.

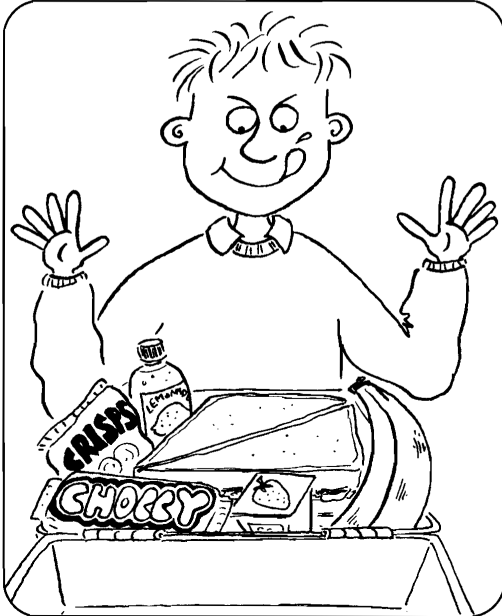
- 1
- 2
- 3



What have they got?

1 Look at the pictures and answer the questions.

What's Greedy Greg got for lunch?



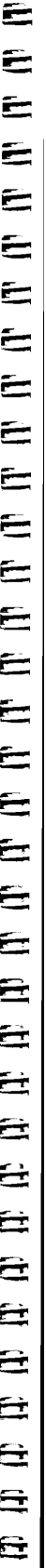
What family has Dreamy Daphne got?



What appointments has Hectic Harriet got today?



What's Dodgy Dan got in his suitcase?





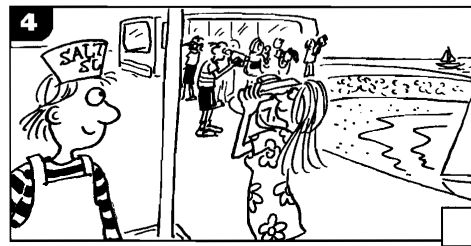
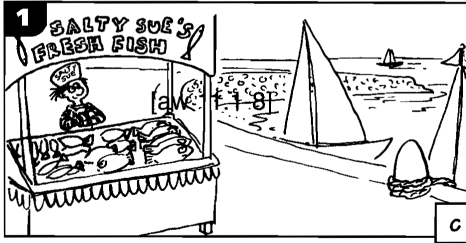
Elementary tense review

1 Match the pictures (1-8) with the sentences (a-h).

Salty Sue

- a) Last weekend I sold a lot of fish.
- b) I'm going to sell a lot of fish to the tourists.

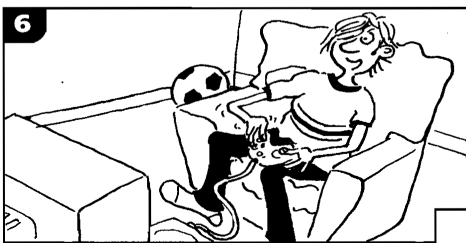
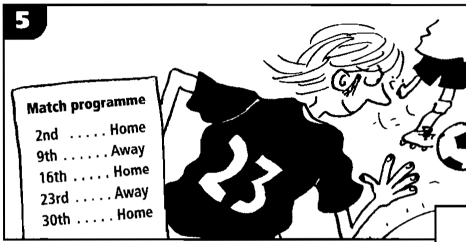
- c) I sell fish at the harbour.
- d) I'm selling some fish at the moment.



Dashing Dave

- e) He's playing computer games at the moment.
- f) He plays football every Saturday.

- g) He's going to play in Russia next week.
- h) He played in the Cup Final last year.





2 Complete the interview with Salty Sue.

Interviewer (1) ?
Salty Sue I sell fish at the harbour.
Interviewer Is business good?
Salty Sue Well, I (2) a lot last weekend, but I didn't
 (3) much yesterday.
Interviewer (4) ?
Salty Sue This afternoon? I hope I'm going to sell a lot more fish!



3 Answer the questions about Dashing Dave.



- 1 Is he playing football at the moment?
No. He
- 2 Did he play in the Cup Final last year?

- 3 Does he often play football?

- 4 What's he going to do next week?

4 Write questions for Dashing Dave.

Interviewer (1)
Dashing Dave Yes. I play every Saturday.
Interviewer (2)
Dashing Dave Yes, I did – and we won!
Interviewer (3)
Dashing Dave Yes. The team is playing very well this season.
Interviewer (4)
Dashing Dave In Russia.

Answers

Pages 6 & 7

be and have

- 1 1. are, 2. am, 3. is, 4. are, 5. are, 6. have, 7. have, 8. has, 9. have, 10. have
- 2 1. Is, is, 2. Are, am, 3. Is, isn't, 4. Are, are, 5. Are, aren't, 6. Do, have, do, 7. Does, have, does, 8. Does, have, doesn't, 9. Do, have, do, 10. Do, have, don't
- 3 1. aren't, 2. 'm not, 3. isn't, 4. aren't, 5. aren't, 6. don't have, 7. don't have, 8. doesn't have, 9. don't have, 10. don't have

Pages 8 & 9

go and like

- 1 1. go, 2. go, 3. goes, 4. go, 5. go, 6. like, 7. like, 8. likes, 9. like, 10. like
- 2 1. Do, go, do, 2. Do, go, do, 3. Does, go, doesn't, 4. Do, go, do, 5. Do, go, don't, 6. Do, like, do, 7. Does, like, doesn't, 8. Does, like, does, 9. Do, like, don't, 10. Do, like, don't
- 3 1. don't like, 2. like, 3. go, 4. like, 5. likes, 6. don't go, 7. doesn't like, 8. doesn't like, 9. goes, 10. goes, 11. doesn't like, 12. likes, 13. goes, 14. don't like, 15. go

Pages 10 & 11

Moody Mick's day

- 1 (example answers)
When does he play basketball? He plays basketball in the afternoon.
What does he do at 6.45? He washes his face.
What does he do in the evenings? He does his homework, meets his friends or watches TV.
Where does he have dinner? He has dinner at home.
How does he go to school? He goes to school by bike.
- 2 1. wakes up, 2. has, 3. gets, 4. has, 5. has, 6. leaves, 7. goes, 8. arrives, 9. has, 10. has, 11. plays, 12. goes, 13. have, 14. does, 15. watches, 16. meets, 17. talk
- 3 1. He wakes up at 6.30.
2. No, he doesn't.
3. He usually has cornflakes, bread and tea.
4. He goes to school by bike.
5. The journey takes 30 minutes.
6. He has lunch at school.
7. They have dinner at 8.00.

Pages 12 & 13

What have they got?

- 1 (example answers)
Greedy Greg's got lemonade, crisps, chocolate, yoghurt, a banana and a sandwich.
Hectic Harriet's got a meeting with the Sales Manager at 9.00 and lunch with the Finance Director at 12.30.
Dreamy Daphne's got one brother, two sisters and six cousins.
Dodgy Dan's got some gold, some vodka, a Russian phrasebook, a toothbrush and a gun.
- 2 1. 's got, 2. hasn't got, 3. 's got, 4. hasn't got, 5. hasn't got, 6. 's got
- 3 1. Have you got, 2. 've got, 3. haven't got, 4. haven't got, 5. 've got
- 4 1. she has, 2. 's got, 3. No, she hasn't
- 5 1. has, got, He's got three bottles. 2. Has he got, Yes, he has. (He's got a gun.) 3. Has he got, Yes, he has. (He's got a Russian phrasebook.)

Pages 14 & 15

Busy being busy

- 1 (example answers: see exercise 2)
- 2 1. He's watching TV. 2. He's reading a magazine. 3. She's riding a bike. 4. She's driving a car. 5. They're playing football. 6. He's shopping. 7. He's talking on the phone. 8. They're shouting. 9. He's sleeping. 10. She's swimming. 11. She's writing a letter. 12. He's getting on the bus. 13. He's getting off the bus. 14. He's cooking. 15. She's drinking. 16. She's climbing. 17. They're dancing. 18. He's singing. 19. He's / She's crying. 20. She's listening to music.



Timesaver Visual Grammar

Commissioning Editor: Jacquie Bloese

Content Editor: Fiona Beddall

Designer: Dawn Wilson

Illustrator: Judy Brown

Cover design: Eddie Rego



Mary Glasgow Magazines (Scholastic Inc.) grants teachers permission to photocopy the designated photocopiable pages from this book for classroom use. No other part of this publication may be reproduced in whole or in part, or stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without written permission of the publisher. For information regarding permission write to:

Mary Glasgow Magazines (Scholastic Inc.)
Commonwealth House
1-19 New Oxford Street
London WC1A 1 NU

© Mary Glasgow Magazines, an imprint of Scholastic Inc. 2004

All rights reserved.

Printed in the UK by Ashford Colour Press

Fletcher M., Munns R. *Timesaver: Visual Grammar (Elementary-Intermediate)*.
UK: Scholastic (Mary Glassgo Magazines), 2004. 79 p.

APPENDIX 2.

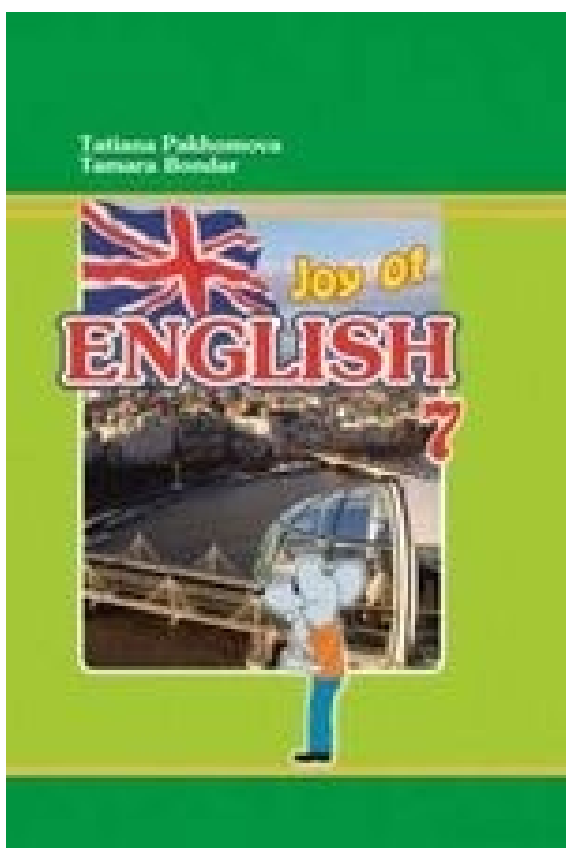
SESSION 1: THE GUIDELINES TO THE PRINCIPLES UNDERLYING THE PROCEDURE OF MATERIALS EVALUATION AND SELECTION

Activities 2: Comparing local and global course-books. Distinguishing the differences between course-books and other types of books

Task: Look at the sample copies of the global and local books.

Group 3. Think of at least 3 strengths of local books. Make short presentations of your findings.

Group 4. Think of at least 3 weaknesses of local books. Make short presentations of your findings.



Англійська мова

Пахомова Т.Г., Бондар Т.І.

Англійська мова
(3-й рік навчання)

підручник для 7 класу загальноосвітніх навчальних закладів

Пахомова Т.Г., Бондар Т.І. *Joy of English: Англійська мова (3-й рік навчання) підручник для 7 класу загальноосвітніх навчальних закладів.* Видавництво: Методика, 2008. 203 с.

Зворот титулу

Умовні позначення	
Let's talk	Давайте поспілкуємося
Let's listen	Давайте послухаємо
For my folder	Для мого учнівського дощечки
	CD містить цей матеріал
	Вправи підвищеної складності
	Робота в парах
	Робота в групах
	Підказка в граматичному довіднику

Пахомова Т.Г., Бондар Т.І. *Joy of English: Англійська мова (3-й рік навчання) підручник для 7 класу загальноосвітніх навчальних закладів*. Видавництво: Методика, 2008. 203 с.

Любий друже!

Вітаємо тебе у новому навчальному році! Сподіваємося, що за два роки роботи над англійською мовою ти подружився з підручником "Joy of English". На третьому році навчання ти продовжиш пізнавальну подорож у світ англійської мови. Ми врахували твої побажання та включили до підручника цікаві для тебе теми.

Для кращого розуміння особливостей роботи з підручником пояснимо складові уроків, які містяться в колонтитулах.

Check-in	нові слова та краєзнавча інформація
Language	мовний та мовленнєвий (граматичний) матеріал
Everyday English	необхідні фрази для повсякденного спілкування
Get fit!	тренувальні вправи
Overheard	вправи на слухання
Facts and fiction	тексти для читання
Words in action	лексичні вправи
Try it out!	тестові завдання
Revision	вправи на повторення

У розділі **Grammar** (граматичний довідник) знаходиться необхідний граматичний матеріал у таблицях. Важливі для розуміння правил поняття виділено курсивом або жирним шрифтом. Кожне правило проілюстровано прикладом. Правила супроводжуються віршованими формами та малюнками.

Розділ **Extras** (для додаткового опрацювання) містить два цікаві проекти: захоплюючу історію «Легенда про короля Артура» для читання та п'єсу «Кентервільський привид», де ви спробуєте себе як актори.

У кінці підручника знаходиться розділ **Vocabulary** (поурочний словник), який допоможе дуже швидко знайти значення слова. Поурочний словник містить слова у порядку вживання у текстах уроку.

Розділ **Dictionary** (словник) містить слова в алфавітному порядку.

Бажаємо успіхів у вивченні англійської мови!

Автори і видавництво

Любий друже!

Вітаємо тебе у новому навчальному році! Сподіваємося, що за два роки роботи над англійською мовою ти подружився з підручником "Joy of English". На третьому році навчання ти продовжиш пізнавальну подорож у світ англійської мови. Ми врахували твої побажання та включили до підручника цікаві для тебе теми.

Для кращого розуміння особливостей роботи з підручником пояснимо складові уроків, які містяться в колонтитулах.

Check-in	нові слова та краєзнавча інформація
Language	мовний та мовленнєвий (граматичний) матеріал
Everyday English	необхідні фрази для повсякденного спілкування
Get fit!	тренувальні вправи
Overheard	вправи на слухання
Facts and fiction	тексти для читання
Words in action	лексичні вправи
Try it out!	тестові завдання
Revision	вправи на повторення

У розділі **Grammar** (граматичний довідник) знаходиться необхідний граматичний матеріал у таблицях. Важливі для розуміння правил поняття виділено курсивом або жирним шрифтом. Кожне правило проілюстровано прикладом. Правила супроводжуються віршованими формами та малюнками.

Розділ **Extras** (для додаткового опрацювання) містить два цікаві проекти: захоплюючу історію «Легенда про короля Артура» для читання та п'єсу «Кентервільський привид», де ви спробуєте себе як актори.

У кінці підручника знаходиться розділ **Vocabulary** (поурочний словник), який допоможе дуже швидко знайти значення слова. Поурочний словник містить слова у порядку вживання у текстах уроку.

Розділ **Dictionary** (словник) містить слова в алфавітному порядку.

Бажаємо успіхів у вивченні англійської мови!

Автори і видавництво



Try it out! 2	Young people in London	34-35
Revision 1	simple present, simple past	36-37
Unit 3 Here we come!		
Check-in	Let's listen: Voices from the South For my folder: South England	38-39
Language	modal verbs: can/can't, must/mustn't → G6 Reading signs and measurements	40-41
Everyday English	Mediation and communication: Out and about	42-43
Get fit!	→ Speaking skills: Being polite on the flight, at the airport	44
Overheard	Let's listen: Your passport, please! Let's listen: A cigarette smuggler? Sounds: [f] and [w]	45
Facts and fiction	The courier	46-47
Words in action	Words and phrases: On holiday Let's look: On the beach!	48-49
Try it out! 3	Ready to be scared?	50-51
Unit 4 Let it out!		
Check-in	Let's listen: That's so unfair! Let's talk: When I'm frustrated	52-53
Language	will-future → G7 For my folder: A change of place?	54-55
Everyday English	Asking for help Mediation and communication: The British school system	56-57
Get fit!	→ Writing skills: Personal writing diary, e-mail, text message, letter, note, poem	58
Overheard	Let's listen: Strict parents? Let's listen: A new friend	59

Пахомова Т.Г., Бондар Т.І. *Joy of English: Англійська мова (3-й рік навчання) підручник для 7 класу загальноосвітніх навчальних закладів*. Видавництво: Методика, 2008. 203 с.



Everyday English	Talking about my culture Mediation and communication: Museum of folk architecture and crafts For my folder: A brochure	92-93
Get fit!	Scanning a text: Borshch recipe Summer Compote recipe	94
Overheard	Let's listen: Things you need to lay the table Let's listen: What does it mean here?	95
Facts and fiction	Teenage Kyiv For my folder: My pastime	96-99
Words in action	Kyiv words Let's help: Visitors to Kyiv Some more tips	100-103
Try it out!	Young chefs	104-105
Revision 3	Simple past, present perfect	106-107

Grammar

108-121

Extras

Two projects

A reading project	The legend of King Arthur → Picture skills → Reading skills → Text skills	122-131
A play project	The Canterville Ghost → Text skills → Group skills	132-139

Vocabulary

Vocabulary		140
Dictionary	English-Ukrainian	177-201

Пахомова Т.Г., Бондар Т.І. *Joy of English: Англійська мова (3-й рік навчання) підручник для 7 класу загальноосвітніх навчальних закладів.* Видавництво: Методика, 2008. 203 с.

Unit 1 What was your game?



1 Twickenham: The home of rugby

DO YOU KNOW?

- In the 18th century in England there were a lot of football school teams. One of these schools was Rugby School. Because of the school name we call this game rugby or rugby football.
- Rugby is like American football but the players don't wear hard helmets during the game.
- A rugby ball is more like an egg than a football.
- Each team has 15 players. They carry, pass, catch or kick the ball.
- England's home stadium is in Twickenham, London. There is a museum where you can learn more about this exciting sport.

1 Team sports

- a) What are they playing/doing/wearing in photo 1?
Use the fact box and the list of new words.
- b) Read the fact box and complete the text.
- There are ... players in a rugby team.
Rugby is like In Twickenham there is a

The game was good.
The schools were good at it.
There was a match.
There were many rugby teams. G2

WORDS

to bat [təʔt]
bat [bæt]
glove [glʌv]
rugby boot [ˈrʌɡbi ˈbu:t]
grass [grɑ:s]
fact box [ˈfækt bɒks]

► We form the simple past of regular verbs by adding *-ed*.
In the 19th century in England they played a lot of football.
We form general questions with the help of *did*.
Did they play rugby in Ukraine then?
Short answers:
Yes, I/ you/ he/ she/ it/ we/ they did.
No, I/ you/ he/ she/ it/ we/ they didn't.
When did football start in this country?

Why did you like it?
We use the simple past for actions which finished at a stated time in the past
Last weekend we watched our favourite club.
or for actions that happened one after the other.
When the match finished we celebrated the victory.
Time expressions used with the simple past:
yesterday, then, last night/ week/ month/ year,
a year/ a week/ a month/ ago
two days ago, in 2013, When (in questions).

For my more practice see Exercises 2-3 in your Workbook.

→ G4



1 Get it right! (→ p. 5/ex. 4-6)

Look at pages 8/9 again and correct these sentences about rugby and baseball.

Example: They play a lot of rugby in America. – That's wrong. They **don't play** a lot of rugby in America. They **play** a lot of rugby in England.

- | | |
|---|---|
| 1. Rugby players wear hard helmets. | 5. Rugby players wear long trousers. |
| 2. A rugby team has 11 players. | 6. Wrigley Field is a rugby pitch. |
| 3. A rugby ball looks like a football. | 7. The Chicago Cubs play for New York. |
| 4. We call it rugby or 'Rugby School Ball'. | 8. Fans can watch the game from the road. |



2 More rugby! (→ p. 6/ex. 7)

The reporter asks Dave and Nancy more questions. Find their questions and answers.

Example: 1. Where do you live in London? – e. Near Twickenham Stadium.

1. Where	+	does do	+	you live in London?	+	a. Baseball, but we don't play it.
2. What				they play there – baseball?		b. At our youth club.
3. Which				you like better, baseball or rugby?		c. Sport is dangerous!
4. Why				no one in Britain watch baseball?		d. Derrek Lee, of course!
5. Where				your team play in London?		e. Near Twickenham Stadium.
6. Who				you like best in our team?		f. No! Rugby football.
7. What				it say on his bat?		g. Because there are no national teams.

3 Beach volleyball

Complete the text. Choose the right form of the verbs in the simple present.

OK, so you ... (*want*) to look cool, listen to 'cool' music and stay fit at the same time. The answer is beach volleyball. It ... (*not have*) a lot of rules. As in volleyball two teams ... (*play*) on a court with a net across it. But in beach volleyball they ... (*have*) a shorter court and the players ... (*not/play*) on a hard floor, they ... (*play*) on sand. The teams ... (*play*) two games. They ... (*not have*) a goal or goalkeeper. One player ... (*hit*) the ball from the back line. The teams ... (*try*) to 'kill' the ball in the other team's court. The players ... (*use*) hand signals so that the others in their team ... (*know*) what they want to do.



4 A really nice bloke!



Full name: Derrek Leon Lee
 Date of birth: 09/06/1975
 Place of birth: Sacramento, California
 Team: Chicago Cubs
 Height: 6' 5"
 Weight: 245 lb

► 09/06 (AE + Internet) → 6th September
 06/09 (BE)
 6' 5" → 6 ft (feet) 5 in (inches)
 1lb (pound) → 450 g (grammes)

Look at Derrek Lee's profile. Read the information to your partner. Make sentences. Start like this: Derrek Lee's full name is ...

5 A popular player (→ p. 6/ex. 8)

Read the text about Paula George. Make a profile for Paula.



RUGBY FOOTBALL UNION

Women's Rugby

Paula George is a very popular rugby player in England. She plays in the women's English national team. She was born 29 years ago on 20th October in Abergavenny, in Wales. Her height is 5 ft 10 in. Her weight is 167 lb. That's about 76 kg. Paula first played rugby for England when she was 26. She is also a teacher at a school near London.



6 Some personal questions

Write a profile for your partner.
 What questions can you ask?

- What's your full name/height/weight/ ... ? •
 What's your date of birth? • When were you born? •
 Where's your place of birth? • Where ... ?

7 For my folder: My own profile

You want to help in a youth club near your house. They want some information about you.

Write your own profile with your name/age/
 date of birth/place of birth.

Add more information. Tell them about your
 school/hobbies/favourite sports/plans for the
 future. Don't forget your photo.

Name:	
Age:	
Date of birth:	
Place of birth:	
School:	
Hobbies/sports:	
Plans for the future:	

At a football match

Before a match



At a match



After a match



D1.2 **1 Let's listen: Words and phrases** (→ p. 7/ex. 9)



a) Listen and practise in your group.



b) Imagine you are at a match with an English friend. Prepare a short dialogue before, at or after the match. Record your dialogue.

2 Let's talk: Where were you?

Practise the dialogue with a partner. Try to speak like Dave and Nancy.

Nancy: How was your weekend?
 Dave: It was great.
 Nancy: Where were you?
 Dave: I was at a rugby match between the London Wasps and the Sale Sharks.
 Nancy: How was it?
 Dave: Cool. There were thousands people at the match.
 Nancy: What was the score?
 Dave: Two goals to one.

cricket/animals/...

sport/a good film/music/...

watch TV/go to the cinema/go to the café/...

football/the zoo/...

go skating/play baseball/...

a match/the rugby club/the river/...

3 Mediation and communication: Hurling (→ p. 7/ex. 10)


a) *Imagine you are doing a project about hurling. Read this information from the Internet:*

HURLING





A popular Irish sport: From history of hurling
 The Celts brought hurling to Ireland over two thousand years ago. Hurling is like hockey and Gaelic football but it is older than these games. There were 15 players (hurlers). They played with sticks (hurleys) which were like hockey sticks, only larger. Players tried to hit the ball (sliotar) into the goal, which looked like a big 'H'. A goalkeeper from the other team tried to stop them. If the ball went into the goal, they scored three points. If it went over it but through the top part of the 'H', then they got one point. Today, hurling is popular throughout the world. It is the fastest field game in the world: Only hockey on ice is faster! The field is around 137 metres long and 82 metres wide. In hurling you can have the ball in one hand but you can only go four steps with it. And you mustn't pick the ball up or throw it with your hand.




b) Listen and correct the sentences.

1. The Celts brought hurling three thousand years ago.
2. There were 13 players.
3. They played with clubs.
4. Clubs were like nets.
5. Players hit the ball into a hole.
6. The goal looked like a big 'F'

c) *Search the Internet and find facts about Hurling today.*

4 For my folder: My favourite photo

*Find some pictures of you and your friends and write about them.
 Where were you? What did you do?
 Who did you do it with? How was it?*



This is a photo of me in our team. I played football for my club. I hit the ball. I tried to hit a goal. The other boy tried to ...

D1.4  **1 Let's listen: Which game is it?**

Listen to the three descriptions of games. Which games are the people talking about?

- a. American football b. rugby c. football
- a. rugby b. baseball c. hockey
- a. badminton b. tennis c. beach volleyball

D1.5  **2 Let's listen: At the match** (→ p. 9/ex. 12, 13)

- Look at the photos. Where are Tess and Trina? Which sport are they watching?
- What happens to Tess and Trina?



c) Act the dialogue between Tess, Trina and the second young man. Use the phrases from the box.

Excuse me! I think
But we've got
Could you check ... , please?

Yes, of course. Row
I'm sorry but you're sitting in row
Oh, no. Sorry!
No problem.

D1.6  **3 Let's listen: Football – facts and figures** (→ p. 10/ex. 14)

a) Complete the sentences with the right figures.

- Football started in China around
- They made the goal with ... high posts.
- In Britain they played a game like football in the ... century.
- There were ... English clubs in the first FA Cup.
- Today ... people play football.
- The largest football stadium in Britain (Wembley Stadium) has ... seats.
- The world's largest football stadium is in Barcelona, Spain, with seats for ... people.

98,800

200 BC

15

12th

90,000

250 million

2

b) One group writes a figure on the board. The others must add to it.
Example: **200 BC** – Football started.

D1.7  **4 Sounds: Tongue twisters**

- Fifty famous football fans found foreign fields fantastic.
- Brilliant British baseball batter bangs ball behind Boston bully's back.

D1,
3-11

A match to remember!

A Last Wednesday Sarah came home with her friend Leo after football practice. But she couldn't find her key. "Oh, no! I've left my key in my other jacket."

It was nearly five o'clock and her mum wasn't home yet. She and Leo sat down on the doorstep and Mr Barnes from next door saw them. "Hello, Sarah," he said. Sarah didn't like him. He was really old and he never smiled. Every week he moaned to Sarah's mum about something. Sarah's cat dug up his plants or Sarah's music was too loud. "He's a nice old man," said her mum. "He's just very lonely. I feel sorry for him." And sometimes she gave him a pot of jam.

He invited Sarah and Leo to wait in his house until her mum came home. "Would you like to wait in my house, Sarah? I can make you some hot chocolate."

It was cold and wet on the doorstep so Sarah said "Thank you" and wrote a note for her mum.

Mum! I forgot my key.
We're next door with Mr Barnes.
Love, Sarah

B In Mr Barnes's living room Leo saw an old photo of a football team. "Where are you in this picture, Mr Barnes?" Leo asked. "Oh, I didn't play for that team, Leo. That's Start (Dynamo Kyiv + Lokomotiv). I saw them in July 1945. They played against All-Star team from the German armed forces. That was a match to remember."

"Why?" asked Sarah. She felt happier now. "Well," said Mr Barnes. He smiled as he remembered:



Start (Dynamo Kyiv + Lokomotiv)



The last line of defense

C "When the Nazi occupied Ukraine, several members of the Dynamo team played amateur football. During Kiev's occupation, the Germans spotted the team. They invited them to play against an army team. The team played under the name of 'Start'. There were eight players from Dynamo Kyiv and three players from Lokomotiv Kyiv", said Mr Barnes.

"Start? Not Dynamo?" asked Sarah. "That's the way it was. In July and August 1942 'Start' played a series of matches against the Germans," said Mr Barnes. "How was the game?" asked Leo. "On July 12 'Start' won. Then the Germans selected the stronger army team for the next match on July 17", said Mr Barnes. "Oh, no!" exclaimed Leo. "And 'Start' won by 0-6. But that wasn't all."

On July 19 'Start' defeated the Hungarian team by 5-1", said Mr Barnes. "How brilliant! So 'Start' won all the games!" exclaimed Sarah. "'Start' was good! They saw it and announced a match for August 6 against a 'most powerful' German team", said Mr Barnes. "That's unfair!" said Sarah. "The 5-1 result was a shame for the German team", said Mr Barnes. "The Germans arrested and killed the players". The story inspired three films: the 1961 Hungarian film drama *Two Half Times in Hell*, the 1981 American film *Escape to Victory* and the 2012 Russian film *Match*.



A goalkeeper is alert

D Suddenly the doorbell rang. It was Sarah's mum. "Thank you for the hot chocolate, Mr Barnes," said Leo. "Yes, and for the interesting story," added Sarah. A week later Sarah asked her mum, "Can I take this pot of jam to Mr Barnes after football this afternoon?"

1 Before you read: Think back!

Can you talk about a 'match to remember'? Where and when was it? What happened?

2 That can't be right!

Read the story again and correct these sentences.

1. Sarah sat down on the doorstep because she wanted to read her magazine.
2. Sarah's mum moaned about Mr Barnes's cat.
3. 'Start' played against Greenwich.
4. There was only one match against the German army team.
5. 'Start' lost one game.
6. The 'strongest' German team got six goals.



3 The parts of the story (-> p. 11/ex. 15)

There are four parts to this story, A-D. Match the titles with the parts.

The matches

Sarah's neighbour

A new friend for Sarah

An old photo

4 Sarah and her mum

What did Sarah and her mum talk about when they got home?

What do you think?

Finish the dialogue with your partner.

Mum: Why did you ... ?

Sarah: Because I ...

Mum: Was Mr Barnes nice?

Sarah: ...

WRITING PRONUNCIATION

SKILLS

Sounds: 't', 'd' or 'id' at the end?

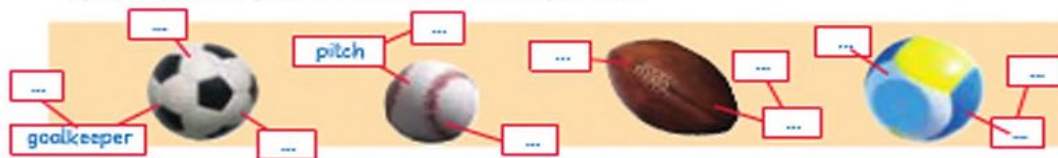
Listen to the text again. Write the regular verbs in the past form in your notebook.

Make three columns and put the verbs in the correct list.

t	d	id
asked	played	...

3 Mind maps (→ p. 12/ex. 16)

a) Draw four mind maps, one for each sport. Match the phrases in the list with the sports mind maps. Add more words and phrases.



- kick the ball • goalkeeper ✓ • Chicago Cubs • batter • carry the ball • first base • court • America • a run • pitch ✓ • Wrigley Field • sand • England • goal post • like an egg • Twickenham • amateur • pass the ball • most popular sport • look cool • 11 players • 'Start' • hand signals • bat

b) Choose one of these sports and write three or four sentences about it. Don't use the name of the sport. Read the text to your partner. Can he or she guess the sport?

4 Verbs and nouns (→ p. 12/ex. 17, 18)

a) In English a lot of 'sports' verbs have a noun which is the same. There are a lot of them in Unit 1. Find more words and make a list.

b) Words for people often add '-er' or '-or' to the verb (score - scorer, bat - batter). Find more words and make a list.

verb	noun
to pass	a pass
to throw	a throw
to kick	a ...
...	...

verb	noun
to pitch	a pitcher
to ride	a rider
to play	a ...
...	...

5 For my folder: My favourite sport

Find or draw a picture of people playing or doing your favourite sport.

I played beach volleyball a lot last summer. There were several friends. That's me and my brother. I tried to hit the ball. My brother stopped it with his hands, because he is taller than me.

- YOU CAN ALREADY**
- ✓ Give information to people about your favourite sport, sportsman, sport team.
 - ✓ You can teach your friend game rules.
 - ✓ Describe the match you watched on TV or at the stadium.
 - ✓ Explain to your friend how to play volleyball, football, baseball, hurling.
 - ✓ Describe pictures from sport magazines.

The Tour

Fans of the 'Tour de France' call it the 'Tour'. It is the most famous bike race in the world.

It's very dangerous, too. Every year there are accidents. Most of them are not really bad. But in 1995 an Italian rider crashed at 88km an hour. He died.



This was probably because he didn't have his helmet on. Now all riders must wear helmets at all times during the race.

The 'Tour' is the most difficult bike race in the world. The rules are difficult, too. But we'll try to explain some of them. There is a race nearly every day during three weeks in July. The men ride in teams. They ride for more than 3,000 kilometres. The race ends in Paris.

Sometimes the 'Tour' goes into other countries, for example, to Spain, Germany or the UK.

There are three different groups of races:

1. A race where all riders start at the same time.
2. A time race for each rider.
3. A time race for each team.

There are other competitions in the 'Tour', too. But the race for the yellow jersey is the most important. The man with the shortest time for all the races together wears it in the next race.

A Reading

1 Read the text and complete.

- a. The text is ...
 1 an interview. 2 a picture story. 3 a dialogue. 4 a magazine article.
- b. The text is about ...
 1 a football match. 2 a road accident. 3 a road race on bikes.
- c. The rider who gets the yellow jersey is ...
 1 the rider with the most points. 3 the fastest French rider.
 2 one of the riders in the fastest team. 4 the man with the shortest time for all the races.

2 Complete the sentences.

- a. Fans call it the
 b. Every year there are
 c. In 1995 an Italian rider
- d. Now all riders must wear
 e. There are three different groups of
 f. The race for the yellow jersey is the most

B Language

Find words in the text which mean the opposite of these words:

- | | |
|-------------|-------------|
| a. good | d. starts |
| b. was born | e. the same |
| c. easiest | f. longest |

C Mediation and communication

Help your friend to buy a helmet by speaking for him because he is shy to speak.

Tom: Please tell the shop assistant that I need a helmet. But I don't want to buy one. I only want to borrow one for the weekend.

You: ...

Shop assistant: No problems, we have a wide choice.

Tom: Ask him, please, if I can try the two helmets on the left.

You: ...

Shop assistant: Sure!

Tom: The blue helmet is too big but the red helmet fits really well. Ask him if I can borrow it until Monday?

You: ...

Shop assistant: I won't be on Monday here, but I'll be on Tuesday.

Tom: Please say 'thank you'. I'll bring it back.

You: ...

D Listening

Listen to the radio report and answer the questions.

- | | | |
|---|---------------------|---------------------|
| a. The riders are ... | | |
| 1 in Paris. | 2 20 km from Paris. | 3 10 km from Paris. |
| b. The weather is ... | | |
| 1 sunny. | 2 rainy. | 3 snowy. |
| c. Two riders will lose more time because ... | | |
| 1 they must wait. | 2 they are sick. | 3 they got lost. |

E Writing

1 Complete the text about the 'Tour de France'.

The 'Tour de France' is a It always ends in All riders must wear helmets because it is They ride for more than 3,000 The 'Tour' goes into other countries, for example The most important race is the race for the

2 Your opinion

Do you like the 'Tour de France'? Why/Why not?

Unit 6 It's my capital city!



Is This Your First Time In Kyiv?

1. You can truly appreciate its beauty if you take a look at Kyiv from a bird's eye view. Volodymyrska Hirka (Hill) makes a great viewing platform.
2. Motherland Monument is a 62-meter sculpture (102 meters with a pedestal) of Motherland in Kyiv located on the hills. It overlooks the Dnipro and you can easily see it from any distant point.
3. From the observation platform at the National Botanical Garden you can spot a great view of the Dnipro River, part of the left bank, and the Paton Bridge. This place is fantastic in spring when romantic symbols – lilacs and magnolias – are in bloom. (Do you know what those flowers symbolize?)
4. St. Sophia's Cathedral is located in the very center of Kyiv. It has been here since the 11th century. This is one of the oldest temples of Kyiv Rus', survived to the present day.
5. **M** The Kyiv Metro is a three line system with all lines meeting in the city centre to form a triangle. It has 52 stations. It's much faster than land transportation.
6. Viktor Pinchuk Foundation started PinchukArtCentre on September 16, 2006. The centre occupies 6 floors and has exhibits rooms on 4 floors. There is a video-lounge hall and a café on the 6th floor. If you get hungry we advise you to have a snack here and enjoy the Kyiv panorama.



1 Remember Kyiv

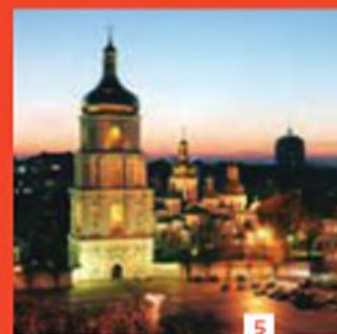
- a) What do you remember about Kyiv?
Make a mind map.
- b) Match the captions with the photos.



2 Let's listen: Sounds of Kyiv

Look at the photos and listen. Where are the people?

Example: The people are in the Kyiv Underground.



On the Volodymyrska Hirka
In the Kyiv Underground
At the Sophia's Cathedral
In the PinchukArtCenter
In the Botanical Garden
At the Motherland Monument

3 Feelings and opinions

a) Talk about how you feel and what you think of pictures.

Example: Photo1: I am / feel excited.
The view is exciting.

frightened • frightening • boring •
bored • interesting • interested •
surprised • surprising • tired •
tiring • excited • exciting

b) Choose one photo and talk about it.

4 A city of adverbs

Describe how, when or where you or someone does something in Kyiv.

Example: In my free time I like reading about trips and planning them.

quickly straight upstairs there
slowly in my free time right
soon here left never

5 Let's talk. Let's spend a weekend in Kyiv

What do you want to do, see or visit? Plan your weekend.
Write notes and discuss your plan.

A: Let's leave early. B: OK. Then we can.../ Oh, no. Let's...

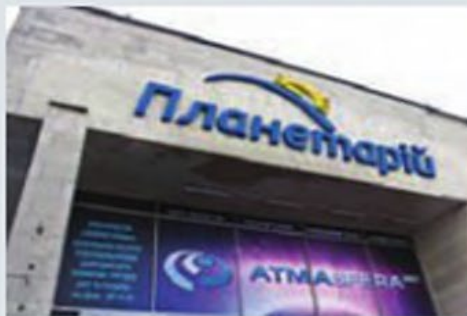
Have you ever ... ? (from Artem's e-mails to James)

- Have you ever had Kyiv Bridge Experience? Passing Trukhaniv Island, you can see the elastic arc of Metro Bridge. It is 700 m long. As all Kyiv bridges, Metro bridge does not look rough and massive. Its original elegance and building structure will impress you. The bridge begins from the metro station 'Dnipro' on the right bank.



- Have you ever been to Hidropark? This is one of the favorite resting places in Kyiv. Children can swim safely because the Dnipro is shallow here. There are many swimming pools, slides and other entertaining places for children.

- Have you ever ridden a boat? River station on Poshtova square is a place to start your boat ride and enjoy the nice views of the river banks.



- Have you ever learned astronomy in a fun way? Kyiv Planetarium is the place where you can learn about stars, planets, and the universe. Here you educate and entertain yourself.

I've found something awesome!

James Smith has arrived in Kyiv with his parents. They are going to stay at the hotel. He and his friend Artem from Kyiv have decided to make a film about the city.

James is going to make a film about Kyiv as a birthday present for Julie, his friend. He is downloading music to make the film romantic.



James has just finished. He has downloaded five songs.

James is surfing the Internet. He is looking for the most interesting places to take pictures of and make a cover. He is clicking tripadvisor.com for help.



He has found some good pictures. He has already printed the cover.

James is thinking of making the film with Artem in English and Ukrainian. James is phoning him to explain. Artem's plans have suddenly changed. Artem is going to Kharkiv.



Artem and his friend have gone to Kharkiv. He has called his parents from the landline phone. He has lost his mobile phone.

James is recording the film himself. He is walking and walking along the streets. It's getting dark. Dark alleys... he doesn't understand where he is.



He has already recorded so much. He is ready to go home but he has lost his way. Maybe he has taken the wrong turn. He can't call anybody...

Let's listen: My culture

1 Words and phrases

- a) Before you listen: What are these pictures?
Example: Picture 'a' is a sunflower.



- b) Nadiia is talking about Ukrainian culture. Listen and look at the pictures. Has she talked about all the pictures? What pictures have been left out?
- c) Listen and read the sentences. Practice reading to your partner.
1. For generations people have used the willow to create food baskets, fencing, furniture, and hats.
 2. The sunflower has always been the Ukrainian national flower. The seeds are the country's most popular snack.
 3. Viburnum opulus or guilder rose (kalyna) is one of the national symbols of Ukraine. Its berries symbolize blood and family roots. You can often see 'kalyna' on the Ukrainian embroidery: towels and shirts.
 4. Bread has always been sacred to the people of Ukraine. It's been the proof of wealth. Traditionally, people decorate ceremonial bread with bread flowers and garlands of guilder rose.
 5. My grandmother has passed on her bright and colorful 'hoostka'. It holds magical, protective powers and has always served as a talisman.
 6. Painted wooden toys have always been a way for children to learn about the world around them.
 7. Ceramic pottery has always been the kitchen accessory. People paint them with symbolic and decorative motifs.



- d) Talk with your partner.

Example: A: What's this?

B: It's a 'hoostka'.

A: What is it for?

B: It's a talisman.

READING

SKILLS

Scanning is a reading technique. You use it when you want to find specific information quickly. In scanning you have a question in your mind and read a passage only to find an answer. You ignore unnecessary information. How to scan:

- State the specific information you are looking for.
- Think where can you find the answer. If you are looking for ingredients in the recipe, you will read a passage only in the beginning.
- Use headings and other aids. They'll help you to identify which section may contain the information.
- You can skip the rest of the passage.



Borshch recipe

Take a pot, fill it with water. Add ribs and beans. Let them cook for a while. While cooking the meat and beans, you peel the potato, carrots, beets, and onions. Add cubed potatoes to the meat and beans. Chop onions, grate carrots and beets and fry them in some sunflower oil. Add mashed tomatoes and / or tomato sauce. Then add cabbage and fried sauce to the pan. Bring it to boil and let it cook for another 5 min. Add salt and pepper to taste. You serve Ukrainian borshch with pampushky, garlic, and sour cream. Enjoy. (It will take one hour and a half to cook).

Think or ask your mum how much of every ingredient you will need. Cook and check the recipe. You measure meat in grams, vegetables in pieces, e.g. one red beet, two big potatoes.

Summer Compote recipe

Boil the water in a large pot (you get thirsty in summer all the time). Add apples and cherries. Boil 10 minutes until cherries are cooked. Add apricots, plums, pears, black current, raspberries, sugar, and lemon acid. Lower heat and simmer for 10 minutes. Turn off heat and cool completely. Pour compote into glasses and put a spoon of cooked fruit on the bottom. The fruit will be soft and sweet.

Think or ask your mum how much of every ingredient you will need. Cook and check the recipe. You measure fruit in cups and water in liters, sugar in cups, lemon acid in grams.



C I'm Andrew. The most frightening thing that has ever happened to me is the car crash. The car crashed into me on the bike. I was helpless and scared. The hospital tests didn't show any broken bones. I could go home. However, the pains didn't stop. My legs felt so weak that I kept falling over. Walking became harder and harder. I couldn't believe that was me. I looked at my bookcase with trophies and felt unhappy. My friends talked to me about cycling, my favourite jumps and what I did when I fell off the bike. I had to learn to walk again. And I did. My muscles were weak first. Every time I fell off I got up and stood on my feet again. Soon I ran and jumped and skipped, kicked a football and rode my bike. It wasn't easy, but I was no quitter.



D Hi, I'm Vlad. Have you ever thought how circus performers trained to do lots of different acrobatics? I have always wondered about that. When I was younger I was afraid of height. I never climbed a tree or a fence. I felt weak among other boys. And now I have joined the Kyiv Circus club for kids between 12 and 16 years old. It runs different projects and workshops suitable for beginners and for those with some experience. It offers young people a wide variety of experiences. They teach circus, mime, movement,

ground and aerial performance skills, music, and drama. We can learn intermediate and advanced rope walks too. It feels so exciting to attempt a mid-air rope walk. I'm improving my balance and increasing physical skills with every day. All in all you can experience all the fun learning the four traditional circus disciplines: manipulation, acrobatics, aerial, and balancing. Soon, we'll have an opportunity to perform in front of our families and friends. Welcome!

1 Kyiv words

a) Collect words, phrases and photos and make a mind map for Kyiv.



b) Tell your partner about one of the topics in part a).

Use the phrases, e.g *It is a person who...*, *It's a place where...*, *it's an animal which...*, *It's a plant which...*,

Example: It's Volodymyr the Great who ruled in Kyiv in the 10th century.

c) Work with your partner. Ask your partner to guess the word as in the example.

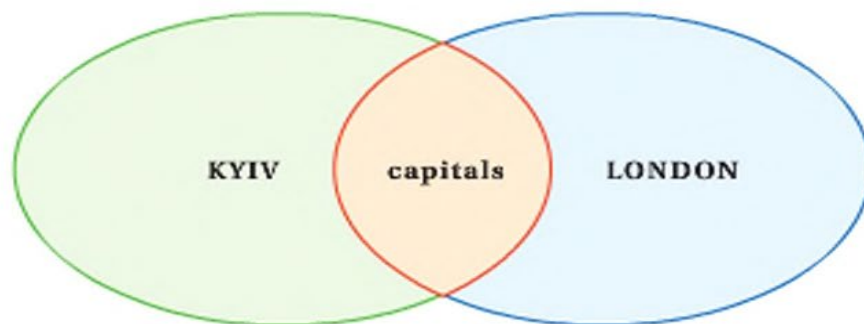
Example: A: It's a national flower of yellow color, which gives seeds.

B: I think, it's a sunflower.

A: Well done.

2 How much are we different and similar?

a) Work in groups. Write all the ideas you know about Kyiv in the circle on the left and all facts about London in the circle on the right. In the space between the circles write the information that is similar for both cities.





5 Let's help: Visitors to Kyiv

We here in Ukraine need to know how to help visitors who don't speak Ukrainian. Look at the phrases and tell where a visitor should go or what one should do.

Where can I exchange money?

Where can I eat for a moderate price?

Where can I get tokens for the Underground?

Where can I get medical help?

Where can I find ATM machines?

Where should I purchase a ticket for a bus?

Where can I purchase tickets for a tram?

Where can I get some special crafts?

How can I find the Metro station?

emergency medical aid
telephone call 1555 (Kyiv)

In Puzata Khata (inexpensive meals)

in the bank

at department stores

from the driver or
conductor on-board

at bus stops or from the
conductor on-board

go to a counter with a glass
window that says 'КАСИ'

look for 'M' symbol

at Andriyivskiy Uzviz
in Podil region





Hello! Here you can find some grammar pages for the textbook material. Don't get scared. We won't leave you alone in these jungles. We, Jack and Jane, are your guides. Come with us, we'll show the way. Our friend Nutty knows how to overcome some grammar challenges and turn them into a piece of cake.

GRAMMAR

SKILLS

- In the textbook you can see such words as G1. It means that you can find the material on grammar pages in the back. It will be like G1 – the simple present.
- We give rules in the blue background. They make clear *what* the rule is about (What), *how* it is formed (How), *when* people use it when speaking English (When)
- Then you'll find some sentences as examples. The words in bold show you the verb forms or just forms that you should pay attention to.
- You needn't learn the rules. The more important for you is to understand these rules.
- There are also some raps that can help you remember the rules and use them in your speech.

Grammatical terms

English	English examples
adjective	quick, small, nice, old
adverb	always, often, quickly, loudly
apostrophe	I'm, you're, here's
demonstrative pronoun	this, that, these, those
'yes/no'-question	Do you like computers?
question with question word/special questions	What's your name?
'will'-future	It will be sunny at the weekend.
adverb of frequency	always, often, sometimes, never
auxiliary	be, have got, do
imperative	Don't talk! Listen, please.
infinitive	to do, to go, to see
consonant	b, d, k, l, r, n
short answer	Yes, I did. No, he won't.
short form	I'm, we're, she's got, we won't
long form	I am, we are, she has got, we will not
expressions of quantity	some, any, a lot of, much, many
modal verb	must, mustn't, need, needn't
present perfect	Tom has painted the walls.
personal pronoun	I, you, she, he, it, we, you, they
plural	girls, children, babies
possessive pronoun	my, your, his, her, its, our, their
preposition	in, on, at, about, over
simple present	I live in Greenwich.
simple past	I watched TV yesterday.
relative pronoun	Sam is the boy who I like.
relative clause	Everyone who lives here can speak English.
signal word	last, ago, yesterday, ever, yet
singular	a girl, a boy, an apple
comparison of adjectives	old – older – the oldest, good – better – the best
prop word 'one/ones'	Which one do you like best?
noun	book, dog, sandwich
verb	to be, to go, to do, to write
vowel	a, e, i, o, u
verb	to go, to do, to write
compounds of 'some' and 'any'	somebody, anybody, someone, anyone, something, anything, somewhere, anywhere
irregular verbs	did, said, went

Пахомова Т.Г., Бондар Т.І. *Joy of English: Англійська мова (3-й рік навчання) підручник для 7 класу загальноосвітніх навчальних закладів*. Видавництво: Методика, 2008. 203 с.



"No, let him try," said Sir Ector.

Everyone was silent as young Arthur took the handle of the sword in both hands and pulled. The sword came out like a knife out of butter.

"Ahhh!" said the knights. They all knelt down in front of Arthur.

The only person who was not kneeling was the little old man. "Hail, O Great King of all Britain!" he said. "Hail, O King!" said all the knights. The old man took off his old coat. Underneath was a black cape.

"Wow! It's Merlin the Wizard!" said Arthur. "But how can I be king? I'm not even a knight yet."

"Look at the words on the stone, King Arthur: *Only the person who can take this sword from the stone is the true King of all Britain,*" said Merlin. "Father, what is all this about?" asked Arthur.

"I am not your father," said Sir Ector. "Merlin the Wizard brought you to me when you were a baby and he said to me, one day this baby will be a very important man."

"Wow!" said Arthur. "I'm King of all Britain! Does this mean I can go to the tournament?"

All the knights laughed. "The King can do whatever he likes, my boy," said Merlin.

King Arthur was a very good king.

He and his knights stopped the terrible wars and brought peace to Britain. They didn't fight real wars but the knights had fantastic tournaments every Saturday. Honey cakes were free for all the children.



The Canterville Ghost (the modern version)

Step 1: Before you start

- Look quickly at pages 134–139. What kind of text do you think “The Canterville Ghost” is (a story, a legend, a poem, a play, ...)?
- Now read the skills box. Were you right?

TEXT

SKILLS

Learn about drama

- Drama as a textform is a story in the form of a dialogue.
- There are different characters in drama (a play). Characters are the people in the play. They can be major characters and minor characters. The major (main) character is present on the stage most of the time and is more important to a work.
- The play consists of scenes. Every scene tells a new part of the story. The new scene begins when the time or place in the story changes.
- Stage directions describe the appearance and actions of characters as well as the sets, costumes, props, sound effects, and lighting effects. Stage directions may also include the characters’ body language, facial expressions, and even the tone of voice. Comments or remarks about the surroundings and when a character enters or exits can be in stage directions. Thus stage directions help us understand *the feelings of the character and the mood of the story*.
- The introduction always comes from the narrator.

Example:

Scene 1 In the Great Hall of Canterville House

The Otises, an American family, have just bought the house from Lord Canterville. ...

Lord Canterville: *(worried)* Er, Mr Otis? – May I have a word with you?

Mr Otis: Sure, Lord Canterville, what is it?

(He takes Mr Otis to one side. The kids and their mother talk quietly.)

Lord Canterville: *(softly)* Well, Mr Otis, er ... I must warn you. ...

- Drama is a great tool to explore and express human feelings. There are many forms of Drama. You can improvise / pretend (you have little or no time to prepare a script). You can role play: you have a particular role in a scripted play. After rehearsal you perform the play for the class, school or parents. In masked drama children perform in masks. They express the content by using only the voice. Performance poetry is a good way to practice your skills. While reciting a poem you should act out the story from the poem (like we did in Year 6). In puppet plays children use puppets to say and do things that they may feel too scared to say or do themselves. Radio drama is similar to a movie but without pictures. Children read the script and have other sound effects. It encourages the painting of the mental picture.

Step 2: Before you read

- Look at page 134 again. How many characters are there in the play? Who are they?
- Look at pages 134–139. How many different scenes are there. Where or when do they happen?
- Find all the stage directions. Check any new words.
- What information do we get from the narrator?

- Virginia: I'm sorry about the twins, they are a little ... lively. Well, but maybe you just shouldn't frighten people, then they'll leave you alone.
- Ghost: What? I shouldn't frighten people? I'm a ghost: the Canterville Ghost! I rattle my chains, I have a scary laugh, and I put an ice-cold hand on people's faces. It's my job! I've been doing it since 1575¹. And I was a very good ghost before your family arrived.
- Virginia: You poor ghost. Isn't it lonely in this big house all alone all these years?
- Ghost: Ghosts always live alone. I've frightened so many people away from Canterville House. I frightened Lord Canterville and his family away, too. Ha ha! I saw him when he gave your father the keys. He ran out the front door. No one stays here. They all run away because there's a ghost. Ha ha! In more than 400 years I've frightened so many people. And people only come up here to the attic to leave their rubbish because it's where I live.



- Virginia: That's why the roof hasn't been fixed for over 400 years². Look at the rain! It's coming in through there! One day Canterville House will fall down. And we all won't have a home. This is your home, too, Sir Simon!
- Ghost: I know. But I'm a ghost. Ghosts don't fix roofs ...
- Virginia: But people can! Can't you see, Sir Simon: If people live here, they can look after the house. You mustn't frighten people away ... Where will you live, poor ghost, if the house falls down?
- Ghost: *(sighs)* You're right. And it's getting harder to frighten people now. Even little kids aren't scared of me. I think they watch too many ghost films on that thing – er, what do you call it? Ah, yes: TV.
- Virginia: And you must be bored and lonely here, Sir Simon.
- Ghost: A ghost's life is boring when no one is scared of you. And I am lonely here and the house is falling down. But what can I do?
- Virginia: Hmmmm. I have an idea, my friend.

¹his wrongdoings have been since 1575 (he emphasizes the duration),
²the roof has been without repair for so many years

English-Ukrainian Dictionary

A

a, an [ə; ʌn] неозначений артикль

a bit [ə 'bit] трошки

a few [ə 'fju:] декілька

a lot [ə 'lot] багато

a lot of [ə 'lot əv] багато

a week [ə 'wi:k] тиждень

about [ə 'baʊt] про

circa приблизно

out and about ['aʊtəndə'baʊt]

подорожувати

to jump about [dʒʌmpəvə'baʊt]

підстрибувати, підскакувати метушиться

What about ... ? [wɒtə'baʊt] як щодо...?

What's the film about? [wɒts ðə 'fɪlmə,baʊt]

Про що фільм?

above [ə 'bʌv] над

abroad [ə 'brɔ:d] за кордоном

accent ['æksnt] вимова; акцент

accessory [ək'sesəri] додатковий, другорядний

accident ['æksɪdnt] випадок

acrobatics [æk'rɒbæ'tɪks] акробатика

across [ə 'krɒs] впоперек; через

to act [ækt] грати (в театрі)

action ['ækʃn] дія; вчинок

activity [æk'tɪvɪti] діяльність

actor ['æktə] актор

actress ['æktres] актриса

to add [æd] додавати

admit [əd'mɪt] допускати, приймати, впускати

address [ə 'dres] адреса

adjective ['ædʒɪktɪv] прикметник

advanced [əd'vɑ:nsɪd] досконалий; успішний

adventure [əd'ventʃə] пригода

adverb ['ædvɜ:b] прислівник

adverb of manner [ædvɜ:bəv 'mænə]

прислівник способу дії

advice [əd'vaɪs] порада

to advise [əd'vaɪz] радити(ся)

*to be afraid (of) [bi:ə'freɪd] боятися (когось, чогось)

after ['ɑ:ftə] після

afternoon [ɑ:ftə'nu:n] час після полудня

afternoon tea [ɑ:ftənu:n 'ti:] чай о 5 годині

in the afternoon [ɪn ði ɑ:ftə'nu:n] вдень

aftershave ['ɑ:ftə'veɪv] лосьйон після гоління

again [ə 'gen] знову

against [ə 'genst] проти; навпроти

age [eɪdʒ] вік

ago [ə 'ɡəʊ] тому (про час)

aerial ['e(ə)riəl] повітряний, ефірний

air [eə] повітря

on the air [ɒn ði'eə] в ефірі

airport ['eəpɔ:t] аеропорт

alarm [ə 'lɑ:m] метушня, тривога

alarm clock [ə 'lɑ:m 'klɒk] будильник

A-levels (pl) ['eɪləvz] брит. екзамен із програми

середньої школи на підвищеному рівні

alien ['eɪliən] чужоземець; іноземець

alive [ə 'laɪv] живий

all [ɔ:l] весь; всі

in all [ɪn'ɔ:l] всього

almost ['ɔ:lməʊst] майже

alone [ə 'ləʊn] один; самотній

along [ə 'lɒŋ] вздовж

alphabet ['ælfəbet] алфавіт

alphabetical [ælfə'betɪkəl] алфавітний

already [ɔ:l'reɪdɪ] вже

also [ɔ:l'səʊ] також

although [ɔ:l'dəʊ] хоч

always ['ɔ:lweɪz] завжди

a.m. [eɪ'em] до полудня (про час)

ambulance [æm'bju:ləns] машина швидкої

допомоги

American [ə'merɪkən] американський;

американець/американка

American football [ə'merɪkən 'fʊtbɔ:l]

футбол

ancient ['eɪnʃnt] стародавній; античний

and [ænd] і

angry ['æŋɡrɪ] сердитий

to be angry with [bi:'æŋɡrɪ wɪð] гніватися

на ...

animal ['ænɪml] тварина

announcement [ə'naʊnsmənt] оголошення

anorak ['ænəræk] тепла куртка на блискавці з

каптуром

another [ə'nʌðə] ще один; другий; інший

answer ['ɑ:nsə] відповідь

to answer ['ɑ:nsə] відповідати

answerphone ['ɑ:nsə'fəʊn] автовідповідач

any ['eni] який-небудь; будь-який

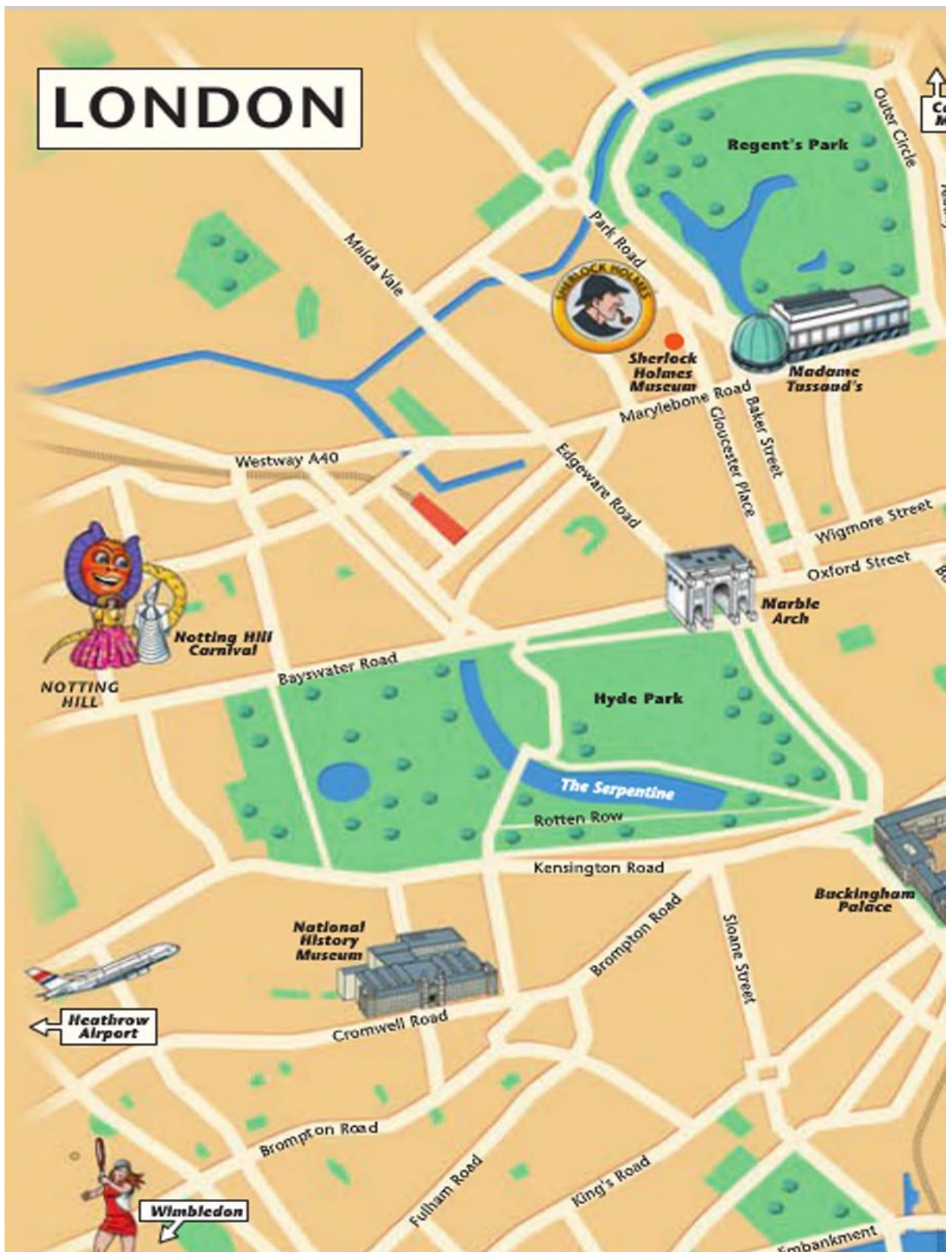
anybody ['eni'bɒdi] хто-небудь; будь-хто

anything ['eniθɪŋ] що-небудь; будь-що

anywhere ['eniweə] скрізь, всюди



Пахомова Т.Г., Бондар Т.І. *Joy of English: Англійська мова (3-й рік навчання)* підручник для 7 класу загальноосвітніх навчальних закладів. Видавництво: Методика, 2008. 203 с.



Пахомова Т.Г., Бондар Т.І. *Joy of English: Англійська мова (3-й рік навчання)* підручник для 7 класу загальноосвітніх навчальних закладів. Видавництво: Методика, 2008. 203 с.



Архипова-Дубро В. *Цікава англійська граматика (Level 1)*. Харків: Юнісофт, 2018. 80 с.

Sentence and Word class

Наша мова складається з речень. Речення — це слова, пов'язані значенням, що виражають закінчену думку. Порівняй:

гарно, дівчинка, ходити

Діти йдуть до школи.

Слово на початку речення завжди пишеться з великої літери. Слова в реченні пишуться окремо.

Речення бувають різні за інтонацією: розповідні, питальні й окличні. Наприкінці речень ставиться крапка, знак питання або оклику. Послухай одне й те саме речення з різною інтонацією:

Ми йдемо у цирк.

Ми йдемо у цирк?

Ми йдемо у цирк!

Речення складається з різних слів. Там можна зустріти слова-предмети та слова, що їх замінюють, слова-дії, слова-ознаки та інші слова.

6

Архипова-Дубро В. *Цікава англійська граматики (Level 1)*. Харків: Юнісофт, 2018. 80 с.

Слова-предмети — це слова, які відповідають на питання *хто?* або *що?* Наприклад: *хто?* — дитина, Алла, чоловік; *що?* — телефон, ручка, іграшка.

Слово-предмет може бути замінено словом-займенником. Наприклад, яблуко — воно, Марійка та я — ми, Андрій — він тощо.



що робить?



Слова-дії вказують нам, що саме слово-предмет або слово-займенник робить, робив або буде робити. Наприклад: Діана читає. «Діана» — це слово-предмет, що позначає живу істоту, а «читає» —

це слово-дія. Ми можемо перевірити це, поставивши запитання: Діана що робить? — Читає.

Слова-ознаки допомагають нам розповісти про смак, колір, розмір, форму предмета тощо. Вони відповідають на запитання *який?* *яка?* *яке?* *які?* Наприклад: кислий, білий, маленький, круглий, гарний.



Кожна група слів має своє умовне позначення:

- слова-предмети: _____ одна смужечка;
- слова-дії: _____ дві смужечки;
- слова-ознаки: ~~~~~ хвиляста лінія.

Practice

1. Що тут намальовано? Підпиши малюнок.
An apple — «яблуко» — це слово-предмет, слово-дія чи слово-ознака? А чи можеш ти добрати до цього предмета слова-ознаки? Які слова, що позначають дії, ти можеш добрати до цього предмета? Склади речення з цим словом.



2. Прочитай речення з перекладом. Мишеня з'їло знаки пунктуації — крапку, знак оклику або знак питання. Виправ це!

I love my pet

Я люблю свого домашнього улюбленця

His name is Will

Його звать Уїлл

Will is a cat

Уїлл — кіт

Where is Will

Де Уїлл

He rests on the bed

Він відпочиває на ліжку

Will is the best cat of all

Уїлл найкращий кіт серед усіх



3. Підкресли всі слова-предмети однією смужечкою, слова-дії — двома смужечками, а слова-ознаки — хвилястою лінією: школа, ходити, хороший, друг, гра, читати, малюк, стрибати, старі, писати, олівець, червоний, щасливий, сидіти, тато, книга, слухати.

Спробуй себе у ролі перекладача. Переклади ці слова на англійську мову.

8

A/an

На відміну від української мови в англійській мові перед словами-предметами завжди стоїть маленьке слово — артикль: *a*, *an* або *the*.

У давні часи жило собі слово *one*. Воно означало «один». Але потім на зміну йому прийшло слово *one*. Засмутилося *one* і вирішило полишити щось у спадок. Народилося в нього два сини: *a* та *an*. Вони полюбили стояти перед словами-предметами в однині та стали називатися артиклями. Але артикль *a* дружить зі словами, які починаються із приголосних звуків, а артикль *an* — зі словами, які починаються з голосних.

Давай згадаємо англійські літери. Англійські літери незвичайні. Вони грають та співають у гурті. Є співаки, це англійські голосні:

Aa Ee Ii Oo Uu Yy

Їм підіграють музиканти — приголосні літери:

Bb Cc Dd Ff Gg
Hh Jj Kk Ll Mm
Nn Pp Rr Ss Tt
Vv Ww Xx Zz

Practice

1. Обведи в кружечок голосні букви, підкресли приголосні.

a b c d e f g h i j k l m
n o p q r s t u v w x y z

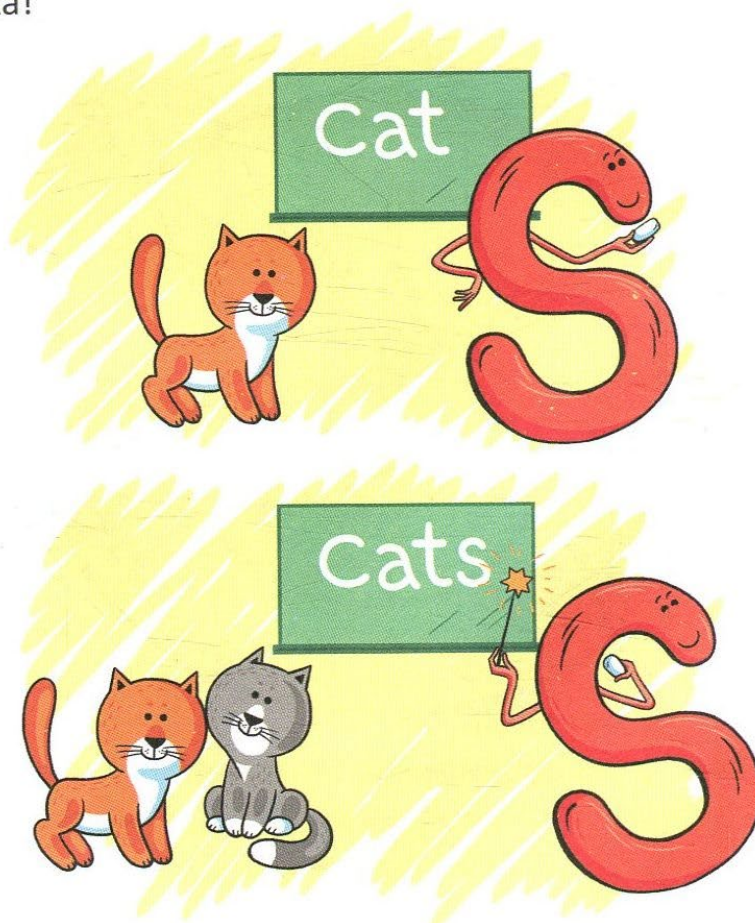
2. Допоможи дітям обрати *a* чи *an*.



3. **Говоримо правильно!** Вимовляй *an* та слово, що йде за ним, як одне. Не кажи *an... orange*, кажи *an orange* [ən'ɒrɪndʒ].

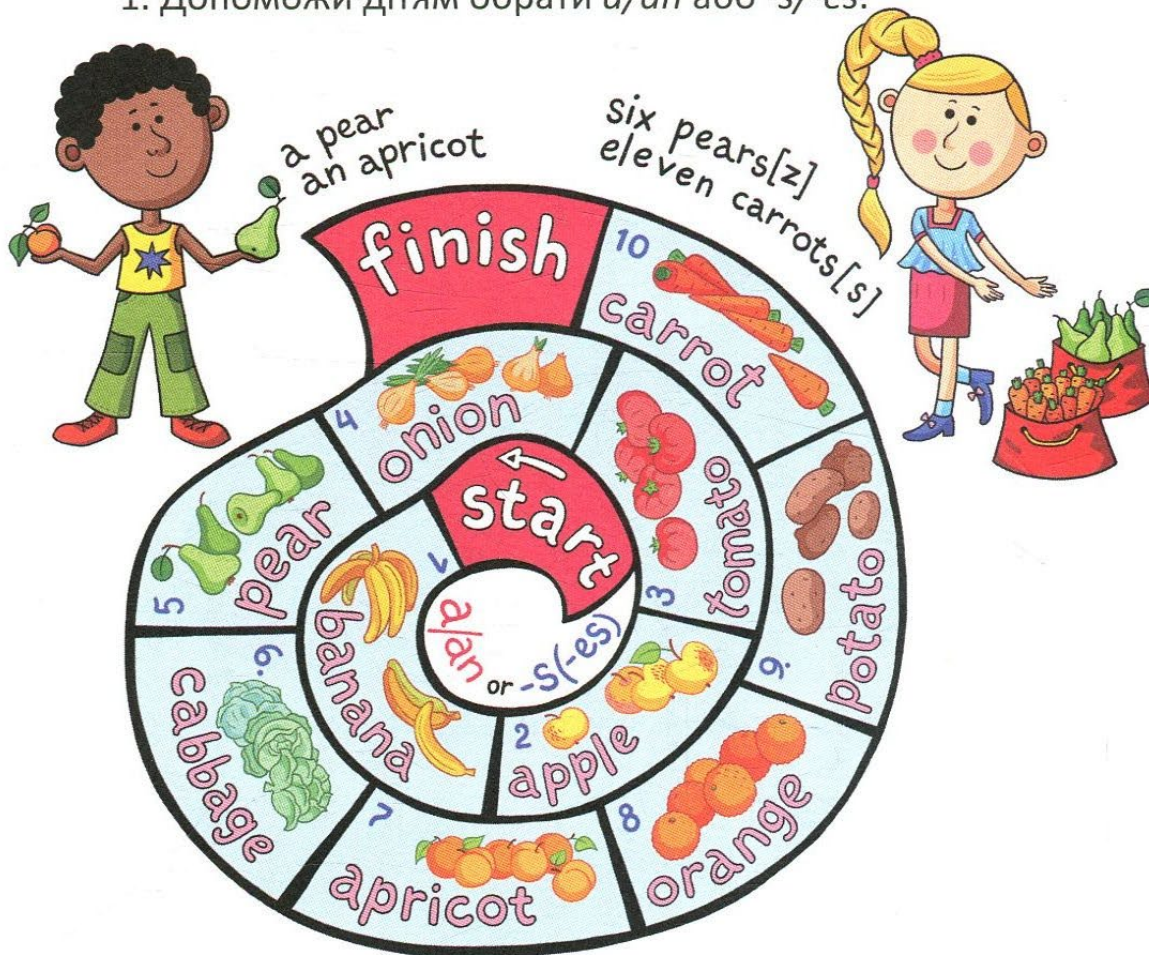
Plural -s

Зустрічайте вже знайому букву S! Сьогодні ми дізнаємось про неї дещо нове: у вільний час вона любить показувати фокуси! Особливо в неї виходить наступний фокус: вона бере котика, пише слово *cat* на дошці і додає до нього своє ім'я *-s*, виходить *cats*. Помах чарівної палички — і... замість одного котика перед нами з'являється декілька!



Practice

1. Допоможи дітям обрати *a/an* або *-s/-es*.



2. **Говоримо правильно!** Вимовляй закінчення слів-предметів у множині так:

[s] після глухих приголосних: cats, books, pets;

[z] після голосних та дзвінких приголосних: toys, pears, girls.

14

APPENDIX 3.

2.1. THE GUIDELINES TO THE PRINCIPLES UNDERLYING THE PROCEDURE OF MATERIALS EVALUATION AND SELECTION

Activity 5: Investigating the questions to be asked in the process of course-book evaluation

Task: Group the questions under the headings.

Activity 6: Evaluating a course-book

Task: Individually, evaluate a coursebook against the given criteria. Tick (✓) 'Yes' or 'No'.

Category	Question (Criterion)	Yes	No
General attributes	Is it relevant to the syllabus and curriculum?		
	Does it match to specifications of the syllabus?		
Methodology	Can the activities be exploited fully and embrace the various methodologies in ELT?		
	Can activities work well with methodologies in ELT?		
Content	Is it age-appropriate?		
	Is it culturally appropriate?		
	Is it engaging?		
	Is it up-to-date?		
	Is there a balance between skills?		
Skills and strategies	Are different kinds of listening/speaking/reading/ writing practiced?		
	Are the assessment tasks varied?		
	Are the task objectives achievable?		

	Is the grammar contextualized?		
	Is there a balance between accuracy and fluency?		
Activities	Are the interaction patterns varied?		
	Are they logically sequenced?		
	Is the language recycled?		
	Is it meaningful?		
Language	Is it accurate?		
	Is it natural and real?		
	Is it visually attractive?		
Layout	Is it clearly set out?		
	Are the pictures informative?		
	Are instructions clear?		
User-friendliness	Are the test formats familiar to students?		
	Are any study tips given?		
	Are the essentials like audio- and video-materials provided?		
	Does it care for different learning styles?		

APPENDIX 4.

SESSION 1: THE GUIDELINES TO THE PRINCIPLES UNDERLYING THE PROCEDURE OF MATERIALS EVALUATION AND SELECTION

Activity 7: Observation task

Task: Observe a lesson focussing on the materials selected and the efficiency of their usage. Tick (✓) the most appropriate answer. Add comments where necessary.

№	Evaluation Criteria	Yes	To some extent	No	Comments
1.	General attributes				
a.	Is the book relevant to the syllabus and curriculum?				
b.	Does it match to specifications of the syllabus?				
2.	Methodology				
a.	Can the activities be exploited fully and embrace the various methodologies in ELT?				
b.	Can activities work well with methodologies in ELT?				
3.	Suitability to learners				
a.	Is it compatible to the age of the learners?				
b.	Is it compatible to the needs of the learners?				
c.	Is it compatible to the interest of the learners?				
4.	Physical and utilitarian attributes				
a.	Is the layout attractive?				
b.	Does it indicate efficient use of text and visuals?				

c.	Is it durable?				
d.	Is it cost-effective?				
5.	Efficient outlay of supplementary materials				
a.	Is the book supported efficiently by essentials like audio- and video-materials?				
6.	Learning-teaching content				
6.1.	General				
a.	Are most of the tasks in the book interesting?				
b.	Do tasks move from simple to complex?				
c.	Are task objectives achievable?				
d.	Have cultural sensitivities been considered?				
e.	Is the language in the textbook natural and real?				
f.	Do the situations created in the dialogues sound natural and real?				
g.	Do the activities include opportunity for sharing or interacting?				
6.2.	Listening				
a.	Has the book appropriate listening tasks with well-defined goals?				
b.	Are the tasks efficiently graded according to complexity?				

c.	Are the tasks authentic or close to real language situations?				
6.3.	Speaking				
a.	Are the activities developed to initiate meaningful communication?				
b.	Are the activities balanced between individual response, pair work and group work?				
6.4.	Reading				
a.	Are texts graded?				
b.	Are texts interesting?				
6.5.	Writing				
a.	Do the tasks have achievable goals and take into consideration learner capabilities?				
b.	Are the tasks interesting?				
6.6.	Vocabulary				
a.	Is the load (number of new words in each lesson) appropriate to the level?				
b.	Is there a good distribution (simple to complex) of vocabulary chapters and the whole book?				
c.	Are words efficiently repeated and recycled across the book?				
6.7.	Grammar				
a.	Is the spread of grammar achievable?				
b.	Is the grammar contextualized?				

c.	Are examples interesting?				
d.	Is grammar introduced explicitly and reworked incidentally throughout the book?				
6.8.	Pronunciation				
a.	Is it contextualized?				
b.	Is it learner-friendly with no complex charts?				
6.9.	Exercises				
a.	Are they learner friendly?				
b.	Are they adequate?				
c.	Do they help students who are under/over-achievers?				
7.	Use of materials in the lesson				
a.	Is the amount of the material appropriate to the time allocated?				
b.	Do any of the procedures envisioned by the book need to be changed by the teacher?				
c.	Do any texts in the book need to be adapted by the teacher?				
d.	Can the potential of the book be exploited to the full?				

APPENDIX 5.

SESSION 2: AUTHENTIC MATERIALS VS AUTHENTIC TASKS

Activity 1: Investigation of the notion “authenticity of materials” by means of students’ background knowledge

Task: Work in groups of five. Look through the given samples of printed materials. Define the differences within the pairs of example materials. Present your findings to the rest of the class. Give reasons for your opinion.

№1. a) City guide



Source: <https://www.tes.com/teaching-resource/london-tour-bus-and-tourism-lesson-efl-tefl-11514815> (Last accessed: 05.08.2023)

№1. b) City guide

A Shortcut Guide to
LONDON
 by Savored Journeys



WHERE TO STAY

Best Tourist Location:
 County Hall
 Victoria
 West End

Affordable Luxury Hotel Picks:
 Marriott County Hall
 Park Plaza Westminster Bridge

BEST NEIGHBORHOODS:
 For Theatre lovers:
 West End
 History & Government:
 Westminster
 Culture & Fashion:
 Notting Hill
 Trendy:
 Southbank

Airport Transfers:
 All the major airports have express trains to city center. EasyBus is the cheapest option.

Tom Page
 A neighborhood fit for everyone:
 Covent Garden

Top Attractions:
 Buckingham Palace
 Big Ben & Parliament
 West End Theatre
 London Eye
 Tower of London
 Tower Bridge
 Shakespeare's Globe Theatre

Top Museums:
 Science Museum
 British Museum
 Tower of London
 Victoria & Albert Museum
 Natural History Museum
 Tower Bridge Experience

Top shows on West End:
 War Horse
 Les Miserables
 The Book of Mormon

London's Top Markets
 Borough Market (closed Sunday)
 Portobello Road (best day: Saturday)
 Camden Lock (best day: Sunday)

WHAT TO DO

Fun Things To Do:
 Go for Afternoon Tea
 See all of London atop The Shard
 Take a ride on a double decker bus
 Take a day trip to Windsor
 Go on a Hop On Hop Off Tour
 Take a ride on the London Eye

WHERE TO EAT

Food-Related Tours
 Eating London Food Tours
 Gin Journeys
 Chocolate Ecstasy Tour
 Celebrity Chef Restaurants:
 Le Gavroche (2 Michelin stars)
 Jamie Oliver - Fifteen
 Michel Roux Jr. - Roux at Parliament Square
 Jason Atherton - City Social, Berners Tavern
 Gordon Ramsey - Restaurant Gordon Ramsey
 Heston Blumenthal - Dinner

Nautilus or Rock & Sole Plaiçe

WHERE TO DRINK

Craft Cocktails
 American Bar @ the Savoy
 Callooh Callay Booking Office

Pubs
 The Mayflower Harp

Wine Bars
 Sager & Wilde
 The Remedy Mission

Michael Fleming
 Vinopolis offers a fun opportunity to try dozens of liquors and wines on tap, take a tour, improve your tasting skills and snack on tapas.

<http://www.savoredjourneys.com>

Source: <https://www.pinterest.dk/pin/378513543681086486/> (Last accessed: 05.08.2023)

№2. a) Menu in a café

SANDWICHES

	Roll	Sandwich	Baguette
Double Egg.....	£2.00	£2.30	£2.90
Bacon	£2.00	£2.30	£2.90
Sausage	£2.00	£2.30	£2.90
Ham	£1.90	£2.30	£2.90
Ham and Cheese.....	£2.50	£2.90	£3.30
Chicken.....	£2.00	£2.50	£2.90
Cheese	£1.90	£2.30	£2.80
Egg and Bacon	£2.50	£2.90	£3.40
Egg and Sausage.....	£2.50	£2.90	£3.50
Egg Bacon Sausage.....	£2.90	£3.20	£3.90
Bacon and Cheese	£2.50	£2.90	£3.40
B.L.T.....	£2.50	£2.90	£3.40

*Freshly cut sandwiches
Eat In or Takeaway*

PANINI

All served with salad

Tuna Cheese.....	£3.20
Bacon and Cheese	£3.20
Ham and Cheese.....	£3.20
Cheese and Tomato .	£3.00

RIDS MEAL

*with Milkshake, juice
or any kid's drink*

4 Nuggets Chips and Beans .	£3.50
Burger Chips and Beans	£3.50
Scampi Chips and Beans.....	£3.50
Sausage Chips and Beans	£3.50

COLD DRINKS

All Cans.....	£1.00
Fresh Milk	£1.20
Still Water	£0.90
Ribena Blackcurrant .	£1.00
Lucozade	£1.20
Orange Juice	£1.20
Apple Juice.....	£1.20
Red Bull	£1.50
Milkshake	£2.00

*Chocolate/Strawberry/
Banana*

DESSERTS

Ice cream or custards + £1.00

Apple Pie	£2.30
Cacao Cake.....	£2.30
Ice Cream.....	£2.00

Chocolate/Strawberry/Vanilla

The Homemade Cake of the Day £2.30

CENTRAL

CAFÉ & RESTAURANT

Breakfast • Lunch • Dinner • Burgers • Sandwiches

THE BEST coffee shop in the area

OPEN 7 DAYS A WEEK: Monday to Saturday: 7 am - 4 pm / Sunday: 8 am - 3 pm
Bank Holidays open as usual.

LOCAL DELIVERY AVAILABLE

Over £20 for OFFICES, BUSINESSES
All Telephone Orders Welcome. Telephone advanced order also available.

tel. 0780 374 1000

47 Saint George's Walk, CRO 1YL, East Croydon
We are located Opposite the Croydon College (Under the Nestle Tower Shopping Parade)

Facebook: TheCentralCafeAndRestaurant
Instagram: TheCentralCafeAndRestaurant
web: www.centralcafeandrestaurant.co.uk
email: info@centralcafeandrestaurant.co.uk


THANK YOU FOR YOUR CUSTOM

Source: https://www.flickr.com/photos/kake_pugh/46725373831 (Last accessed: 05.08.2023)

206

No2. b) Menu in a cafe

Main Courses



Cheese burger	£4.39
Double cheese burger	£4.99
Chicken curry with rice	£3.99
Macaroni cheese	£4.19
Seafood salad	£4.49
Egg salad 	£3.99
Fish and mushroom pie	£4.69



 = vegetarian

Pizza

Chicken pizza £4.55

Mushroom pizza 	£4.60
Four cheeses pizza 	£4.10
Meat pizza	£4.75
Seafood pizza	£4.75

Desserts

Ice cream	£1.99
(vanilla, chocolate, strawberry)	
Banana cake	£2.39
Fruit cake	£2.29

Fruit

Apple	£0.59
Orange	£0.59
Banana	£0.69
Pear	£0.69
Mixed fruits	£1.29
(3 fruits)	

Drinks

Orange juice	£0.99	Tea	£0.59
Apple juice	£0.99	Coffee	£0.59
		Water	£0.49



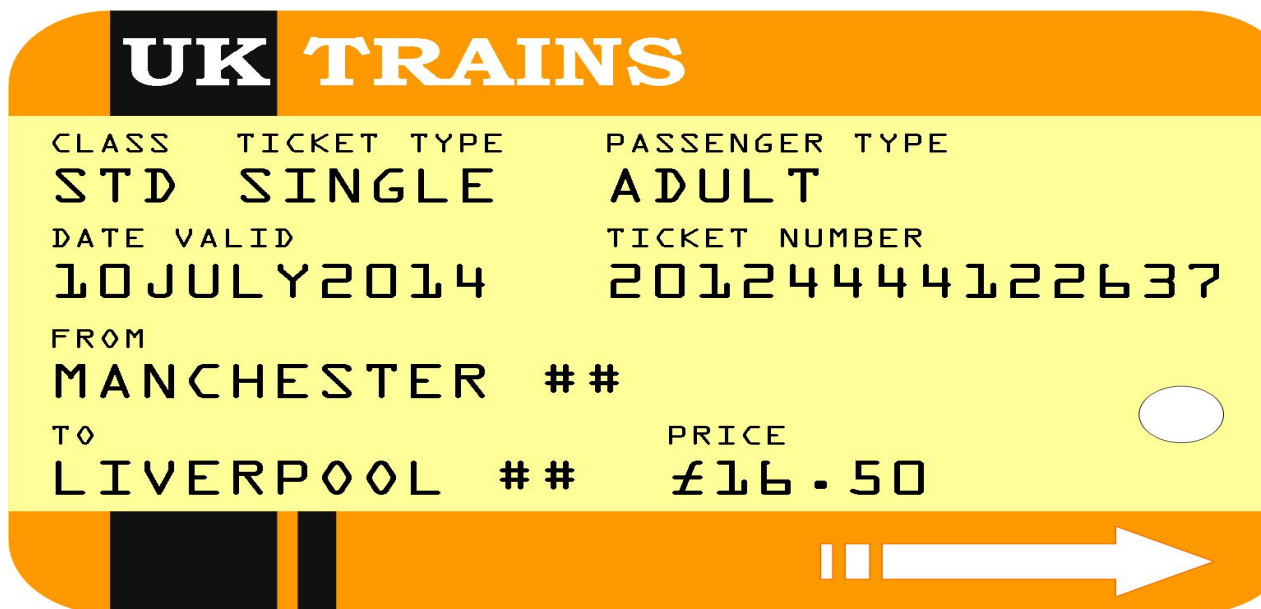
Source: <https://learnenglishteens.britishcouncil.org/skills/reading/a1-reading/restaurant> (Last accessed: 05.08.2023)

№3. a) Ticket



Source: <http://surl.li/jtgmd> (Last accessed: 05.08.2023)

№3. b) Ticket



Source: <https://learnenglishteens.britishcouncil.org/skills/reading/a1-reading/train-station> (Last accessed: 05.08.2023)

APPENDIX 6.

SESSION 2: AUTHENTIC MATERIALS VS AUTHENTIC TASKS

Activity 2: Interpreting the notion “authentic tasks”, its types and characteristics

Task 2. Read the first paragraph of the article “Authentic Task” (*Appendix 6*). Compare your opinions in groups with the information given in the article.

Task 3. Read the second paragraph of the article “Authentic Task”. Sort out the characteristics of traditional and authentic tasks.

Task 5. Read the third paragraph of the article “Authentic Task” and think of other examples of the types of authentic tasks.

Authentic Task

I. Authentic Task

Authentic Task is an assignment given to students designed to assess their ability to apply standard-driven knowledge and skills to real-world challenges. In other words, a task we ask students to perform is considered authentic when 1) students are asked to construct their own responses rather than select from ones presented and 2) the task replicates challenges faced in the real world. (Of course, other definitions abound.)

If I were teaching you how to play golf, I would not determine whether you had met my standards by giving you a multiple-choice test. I would put you out on the golf course to "construct your own responses" in the face of real-world challenges. Similarly, in school we are ultimately less interested in how much information students can acquire than how well they can use it. Thus, our most meaningful assessments ask students to perform authentic tasks.

However, these tasks are not just assessments. Authentic assessment, in contrast to more traditional assessment, encourages the integration of teaching, learning and assessing. In the "traditional assessment" model, teaching and learning are often separated from assessment, i.e., a test is administered after knowledge or skills have (hopefully) been acquired. In the

authentic assessment model, the same authentic task used to measure the students' ability to apply the knowledge or skills is used as a vehicle for student learning. For example, when presented with a real-world problem to solve, students are learning in the process of developing a solution, teachers are facilitating the process, and the students' solutions to the problem becomes an assessment of how well the students can meaningfully apply the concepts.

II. Characteristics of Authentic Tasks

Another way that authentic assessment is commonly distinguished from traditional assessment is in terms of their defining attributes. Of course, traditional assessments as well as authentic assessments vary considerably in the forms they take. But, typically, along the continuums of attributes listed below, traditional assessments fall more towards the left end of each continuum and authentic assessments fall more towards the right end.

Let me clarify the attributes by elaborating on each in the context of traditional and authentic assessments:

Selecting a Response to Performing a Task: On traditional assessments, students are typically given several choices (e.g., a,b,c or d; true or false; which of these match with those) and asked to select the right answer. In contrast, authentic assessments ask students to demonstrate understanding by performing a more complex task usually representative of more meaningful application.

Contrived to Real-life: It is not very often in life outside of school that we are asked to select from four alternatives to indicate our proficiency at something. Tests offer these contrived means of assessment to increase the number of times you can be asked to demonstrate proficiency in a short period of time. More commonly in life, as in authentic assessments, we are asked to demonstrate proficiency by doing something.

Recall/Recognition of Knowledge to Construction/Application of Knowledge: Well-designed traditional assessments (i.e., tests and quizzes) can effectively determine whether or not students have acquired a body of knowledge. Thus, as mentioned above, tests can serve as a nice complement to authentic assessments in a teacher's assessment portfolio. Furthermore, we are often asked to recall or recognize facts and ideas and propositions in life, so tests are somewhat authentic in that sense. However, the demonstration of

recall and recognition on tests is typically much less revealing about what we really know and can do than when we are asked to construct a product or performance out of facts, ideas and propositions. Authentic assessments often ask students to analyze, synthesize and apply what they have learned in a substantial manner, and students create new meaning in the process as well.

Teacher-structured to Student-structured: When completing a traditional assessment, what a student can and will demonstrate has been carefully structured by the person(s) who developed the test. A student's attention will understandably be focused on and limited to what is on the test. In contrast, authentic assessments allow more student choice and construction in determining what is presented as evidence of proficiency. Even when students cannot choose their own topics or formats, there are usually multiple acceptable routes towards constructing a product or performance. Obviously, assessments more carefully controlled by the teachers offer advantages and disadvantages. Similarly, more student-structured tasks have strengths and weaknesses that must be considered when choosing and designing an assessment.

Indirect Evidence to Direct Evidence: Even if a multiple-choice question asks a student to analyze or apply facts to a new situation rather than just recall the facts, and the student selects the correct answer, what do you now know about that student? Did that student get lucky and pick the right answer? What thinking led the student to pick that answer? We really do not know. At best, we can make some inferences about what that student might know and might be able to do with that knowledge. The evidence is very indirect, particularly for claims of meaningful application in complex, real-world situations. Authentic assessments, on the other hand, offer more direct evidence of application and construction of knowledge. As in the golf example above, putting a golf student on the golf course to play provides much more direct evidence of proficiency than giving the student a written test. Can a student effectively critique the arguments someone else has presented (an important skill often required in the real world)? Asking a student to write a critique should provide more direct evidence of that skill than asking the student a series of multiple-choice, analytical questions about a passage, although both assessments may be useful.

III. Types of Authentic Tasks Constructed Response

In response to a prompt, students construct an answer out of old and new knowledge. Since there is no one exact answer to these prompts, students are constructing new knowledge that likely differs slightly or significantly from that constructed by other students. Examples include: **(product-like)**: ordering decimals, concept maps; **(performance-like)**: typing test, complete a step of science lab.

Mueller J. Authentic Task.

URL: <http://jfmuller.faculty.noctrl.edu/toolbox/tasks.htm/>

(Last accessed: 5.07.2022)

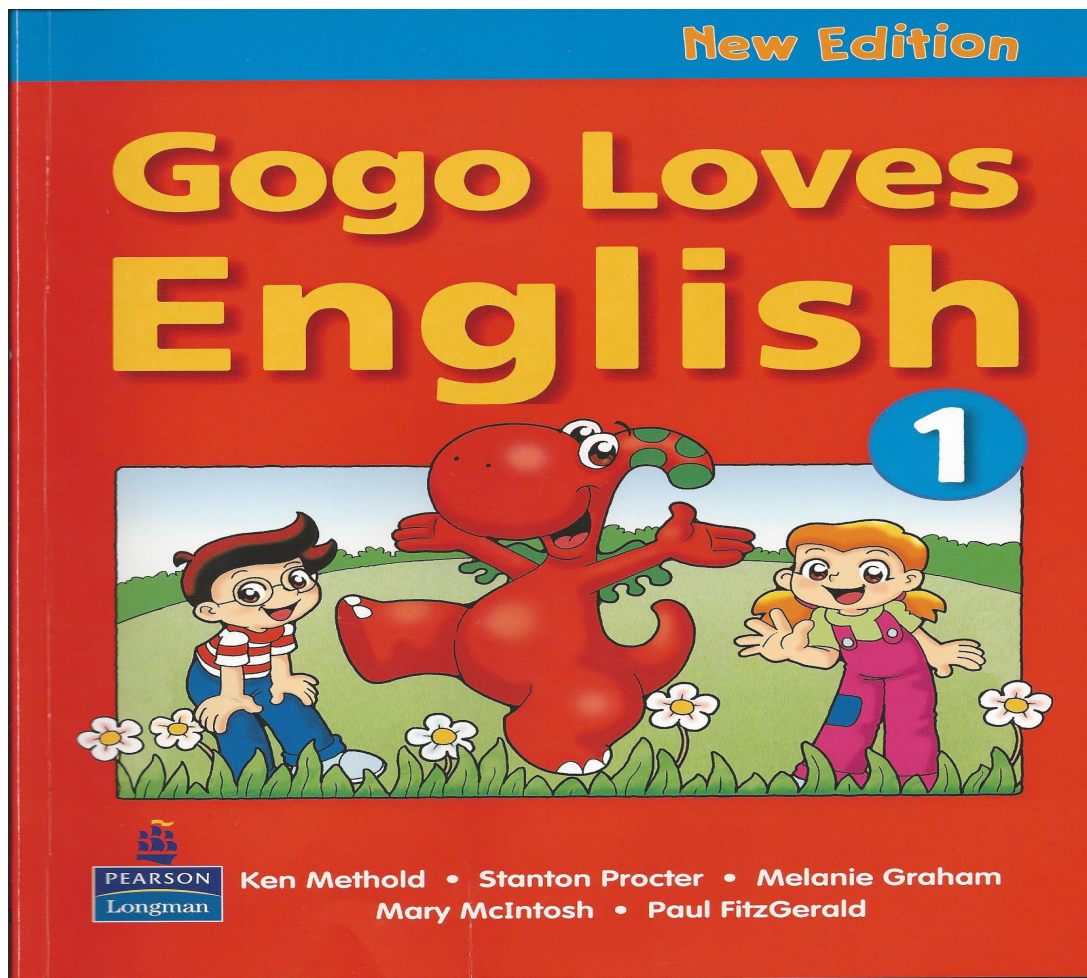
APPENDIX 7.

SESSION 3: TEACHER AS A MEDIATOR BETWEEN THE LEARNER AND THE TEACHING/LEARNING MATERIALS

Activity 4: Investigating the factors that influence mediation process

Task. Work in 3 groups corresponding to *young learners* (Group 1), *teenagers* (Group 2) and *adult learners* (Group 3). In each age group choose the cards with the assigned roles (teacher+ students 1, 2, 3...). Role-play in turns a fragment of the lesson from a coursebook on the given topic, showing how the teacher works with the materials. Get ready to provide your feedback to other groups.

Group 1. Young learners.



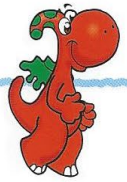
Gogo Loves English 1 (New Edition) / K. Methold, S. Procter, M. Graham, M. McIntosh, P. FitzGerald. Pearson Education Asia Limited, 2011. 76 p.

1 Hello!

Conversation

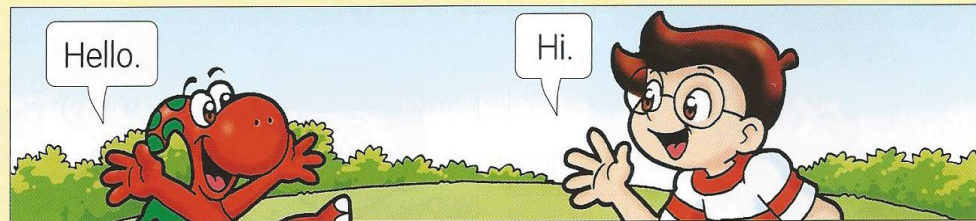
Listen and look.





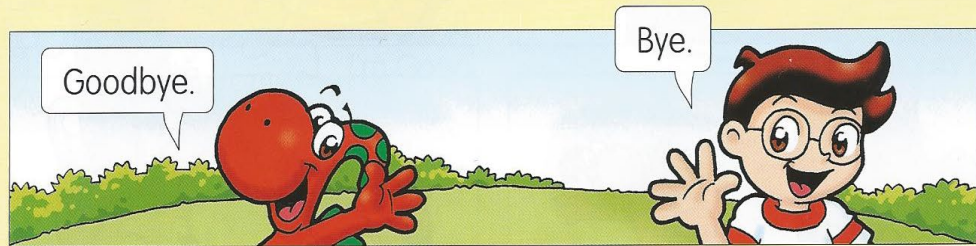
Vocabulary

Listen and say.



hello

hi

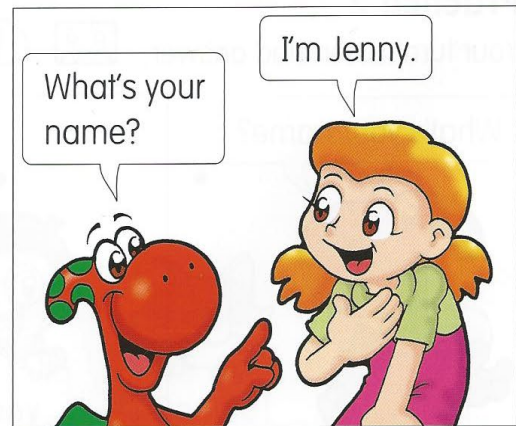
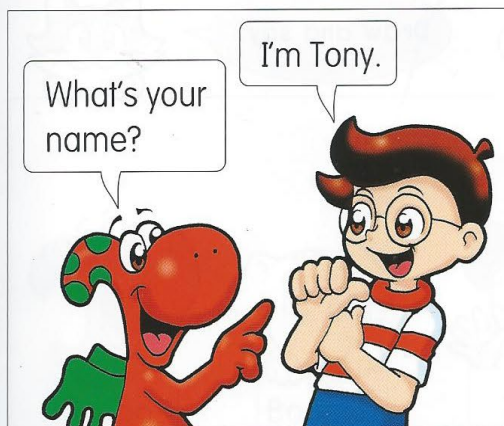


goodbye

bye

Target

Listen and say.

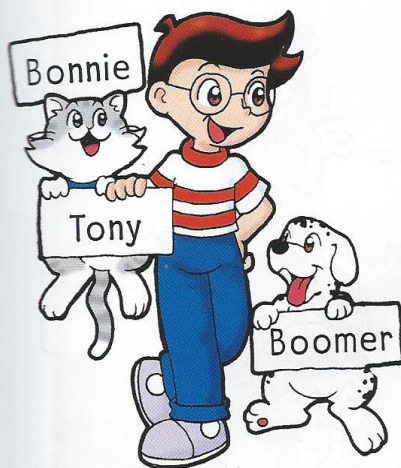


4



Song

Listen and sing.

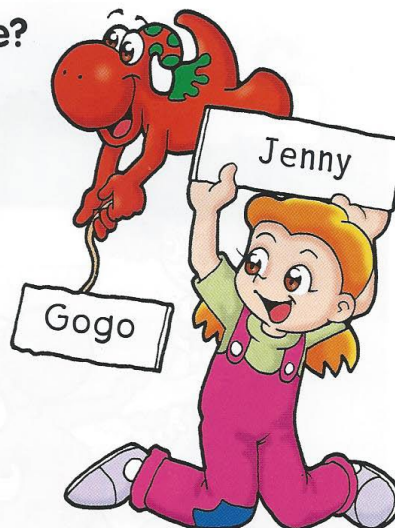


What's your name?

What's your name?
I'm Tony.

What's your name?
I'm Jenny.

What's your name?
I'm Gogo.
I'm Gogo.
Hey!



Activity 1

Read and match.

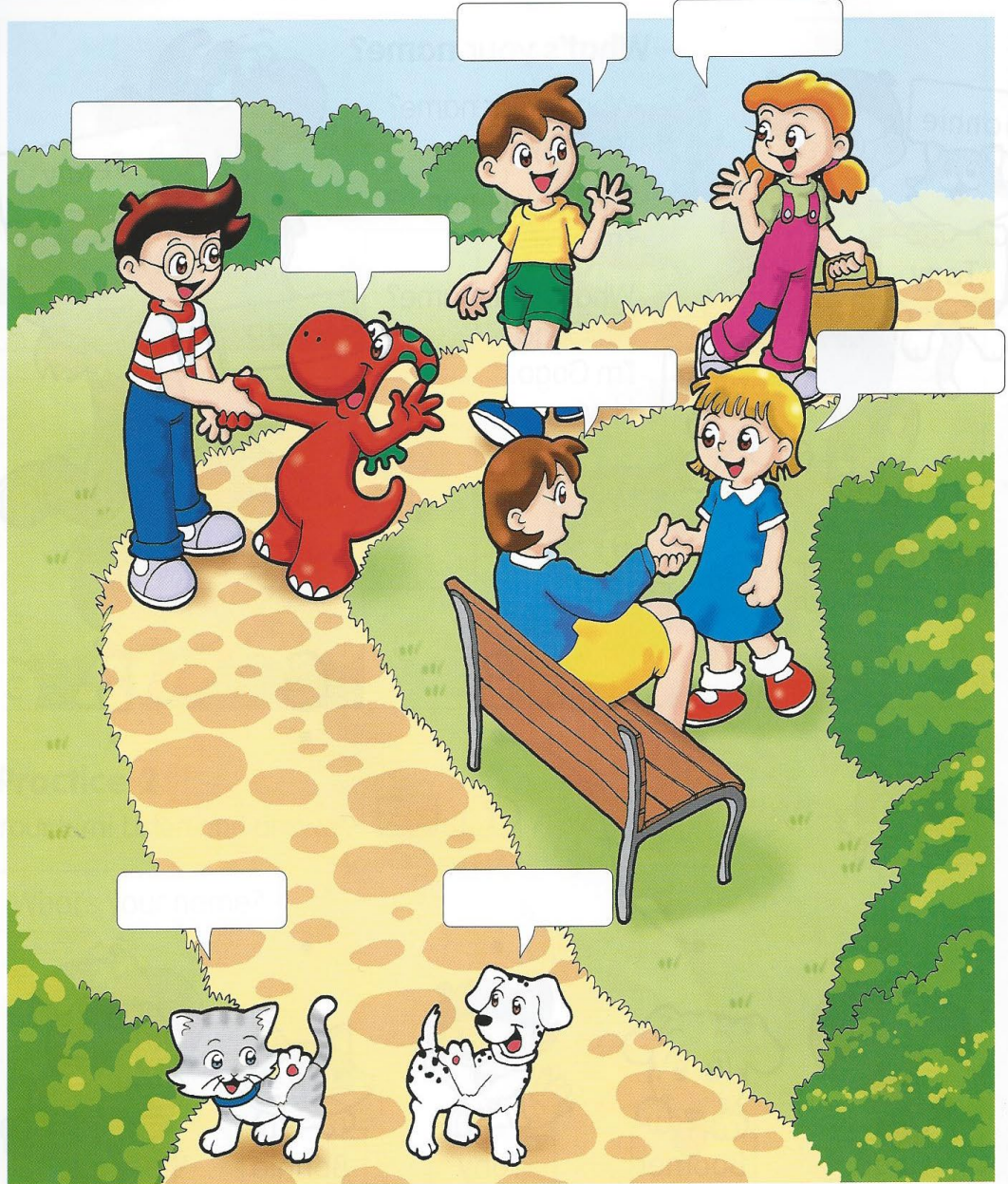


T J B G B



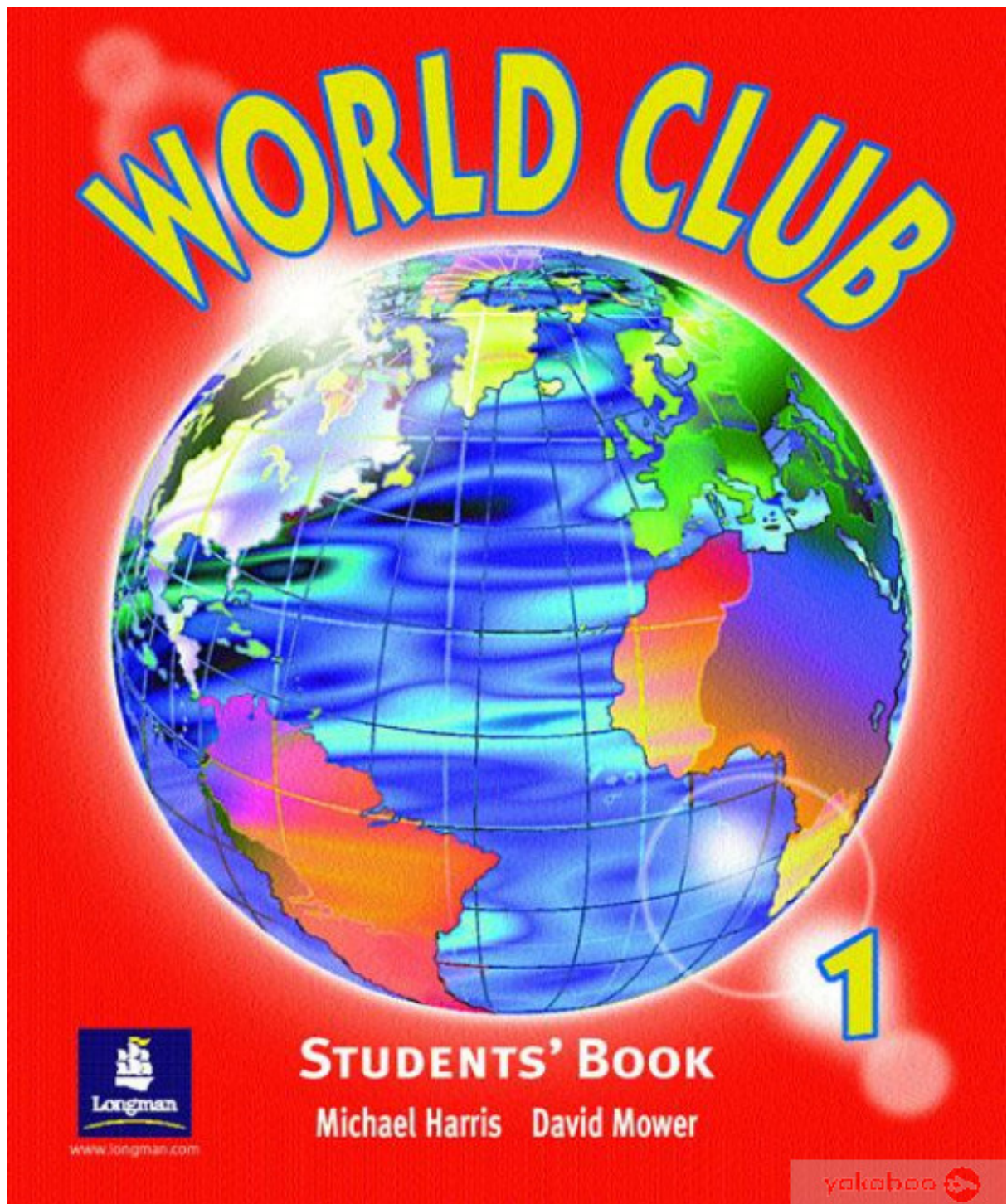
Activity 2

Point and say.



7

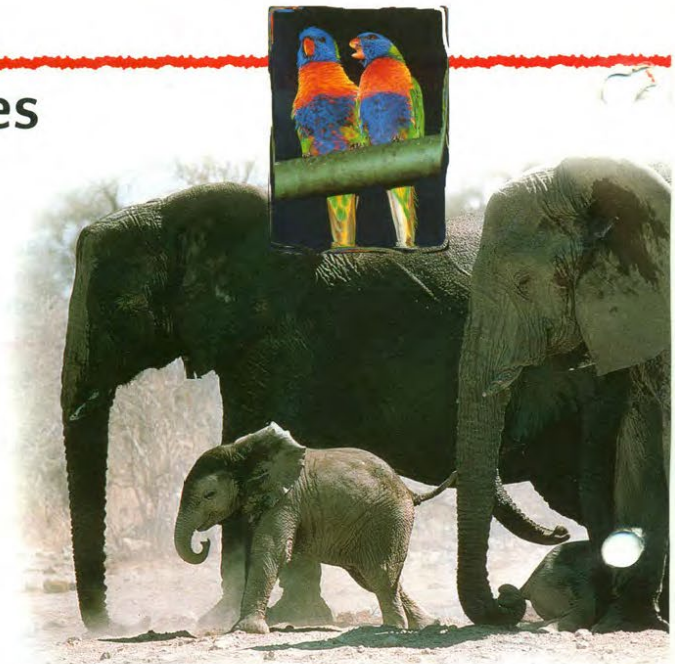
Group 2. Teenagers.



Harris M., Mower D. *World Club 1. Students' Book*. Pearson Education Limited, 2002. 112 p.

3 Animal Families

Families



A KEYWORDS

What colours are the animals?

Example: Elephants are grey.



B KEYWORDS

Which animals are *mammals*?
Which are *birds*? Which are *cats*?

Example: Polar bears are mammals.

C

ANIMAL QUIZ

• Listen and guess the animals from exercise A.
Example: 1 tiger

Language Focus: Questions

D

Look at the word order in these examples:

YES/NO QUESTIONS

Is	it	a tiger?
Are	they	from Africa?

ANSWERS

Yes, it is.
No, they aren't.

WH- QUESTIONS

Where	is	it from?
What	are	your favourite animals?

ANSWERS

Asia.
Cats.

Listen to part 1 of the quiz again and match these questions and answers.

- | | |
|----------------------|---------------------|
| 1 Where is it from? | a No, it isn't. |
| 2 Is it big? | b Yes, it is. |
| 3 What colour is it? | c Asia. |
| 4 Is it a lion? | d Yellow and black. |



G 

PRONUNCIATION: QUESTIONS

Listen and check your questions from exercise F. Then repeat the questions.

H 

GUESS THE ANIMAL

• Think of an animal. In pairs, ask questions about your partner's animal. Guess what it is.

Example:

- | | |
|-----------------------|---------------------|
| A: Is it a bird? | B: Yes, it is. |
| A: What colour is it? | B: Black and white. |
| A: Where is it from? | B: Antarctica. |
| A: Is it a penguin? | B: Yes, it is. |

E

Match these questions and answers.

Example: 1 b

- | | |
|------------------------------------|---------------------------|
| 1 What are your favourite animals? | a No, they aren't. |
| 2 Are you sporty? | b Elephants and dolphins. |
| 3 How old are you? | c Blur. |
| 4 Who is your favourite group? | d No, I'm not. |
| 5 Are penguins from the Arctic? | e Antarctica. |
| 6 Where are they from? | f I'm twelve. |

F 

Write questions for these answers.

Example: 1 Where are you from?

- 1 I'm from Caceres. (Where ...)
- 2 No, he isn't from Vigo. (Is ...)
- 3 Yes, kangaroos are from Australia. (Are ...)
- 4 My teacher is Mrs Evans. (Who ...)
- 5 Elena is thirteen. (How old ...)
- 6 Yes, I'm a good student. (Are ...)
- 7 It's grey. (What colour ...)

Did you know?

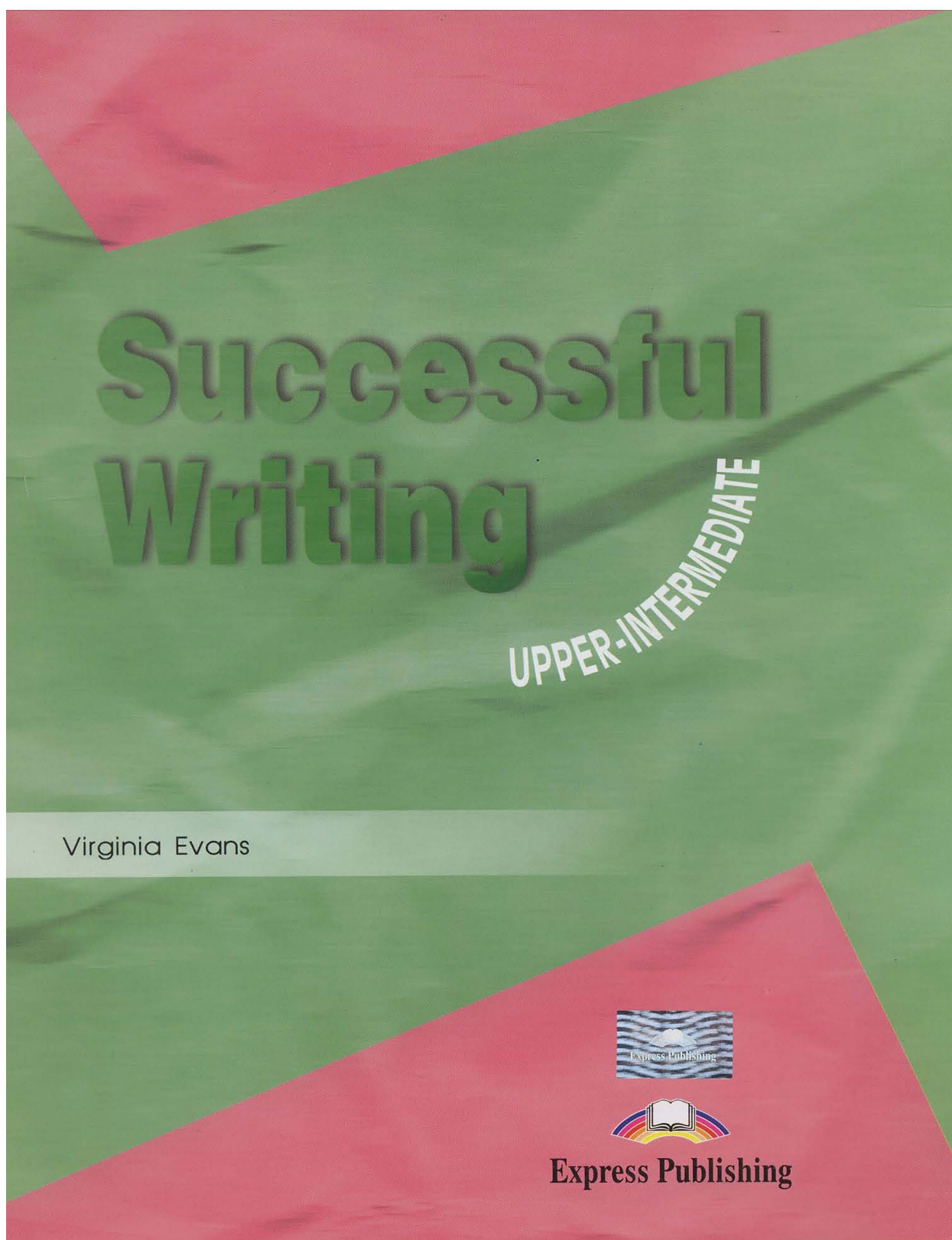
There are more than 9,000 different types of birds.



EXTRA TIME

Look at World Club magazine on page 88. Do activity 3.

Group 3. Adult learners



Evans V. *Successful Writing (Upper-Intermediate)*. Express Publishing, 2004. 135 p.

UNIT 1 Describing People



1 Read the following table, then listen to the cassette and tick the information mentioned. Finally, use the table and the photograph to describe Paul.

Height	quite tall <input type="checkbox"/>	rather short <input type="checkbox"/>	
Build	well-built <input type="checkbox"/>	thin <input type="checkbox"/>	muscular <input type="checkbox"/>
Age	early twenties <input type="checkbox"/>	mid thirties <input type="checkbox"/>	teenaged <input type="checkbox"/>
Facial Features	oval face <input type="checkbox"/>	high cheekbones <input type="checkbox"/>	blue eyes <input type="checkbox"/> mole <input type="checkbox"/>
Hair	curly <input type="checkbox"/>	short brown <input type="checkbox"/>	wavy <input type="checkbox"/>
Clothes	casual <input type="checkbox"/>	formal <input type="checkbox"/>	
Personality	good-humoured <input type="checkbox"/>	imaginative <input type="checkbox"/>	vain <input type="checkbox"/> short-tempered <input type="checkbox"/>
Activities/Hobbies	going to discos <input type="checkbox"/>	watching old films <input type="checkbox"/>	cooking <input type="checkbox"/>

A descriptive composition about a person should consist of:

- an **introduction** where you give some brief information about the person (his/her name, time or place you met/saw him/her, how you heard about him/her);
- a **main body** where you describe physical appearance, personality characteristics and hobbies/interests/everyday activities in separate paragraphs; and
- a **conclusion** which includes your comments and/or feelings about the person.

Such descriptions can be found in articles, letters, witness statements, novels, etc.

Points to consider

- Each paragraph starts with a topic sentence which introduces the subject of the paragraph. A variety of linking words should be used to connect ideas.
- To describe physical appearance, details should be given as follows: **height/build, age, facial features, hair, clothes**, moving from the most general aspects to the more specific details. *e.g. John is a tall, slim man in his mid forties. He has a thin face, blue eyes and a large nose. His short hair is greying at the temples. He is usually casually dressed.*
- To describe character and behaviour you can support your description with examples. *e.g. Sally is very sociable. She loves going to parties and dances.* If you want to mention any negative qualities, use mild language (tends to, seems to, is rather, can occasionally be, etc.). *e.g. Instead of saying Sally is arrogant., it is better to say Sally tends to be rather arrogant.*
- Variety in the use of adjectives will make your description more interesting. *e.g. good-natured, well-behaved, gorgeous, etc.*
- Present tenses can be used to describe someone connected to the present, *e.g. someone you see every day.* Past tenses can be used to describe someone related to the past, *e.g. someone who is no longer alive, someone whom you won't meet again ... etc.*

Introduction

Paragraph 1

name of the person; time you met/saw him/her

Main Body

Paragraph 2

physical appearance

Paragraph 3

personality characteristics and justification

Paragraph 4

hobbies, interests or any activities he/she takes part in

Conclusion

Final Paragraph

comments & feelings about the person

- 2 Read the model composition and write down the topic of each paragraph. Find the topic sentences for each paragraph and try to replace them with other similar ones. Then underline the adjectives which describe physical appearance and circle the ones which describe personality.

Mavis,
neighbour for six
years

"My Next-door Neighbour"

Mavis has been my neighbour for six years. I first met her when she knocked on my door and asked for a spade because she hadn't yet unpacked hers. She had only moved in two days before.

Physically, Mavis looks younger than most other women in their late sixties. She is of average height, neither fat nor thin. Her plump round face is framed by a mass of wavy white hair and her sparkling blue eyes show her humour and friendliness. She prefers wearing casual, comfortable clothes. I don't think I have ever seen her in a perfectly ironed suit.

As for her personality, Mavis's most striking characteristic is her generosity. My house, as well as most of our neighbours', nearly always has a vase of flowers from her garden in the living room. Mavis is very good-natured and always has time for a chat. She is also patient. She hardly ever gets annoyed about anything, except when children pick her favourite roses and lilies. However, she tends to be quite stubborn — once she has made a decision, nothing can change her mind.

Mavis always seems to be busy doing something. She spends a lot of her time looking after her garden and often participates in local flower shows. When she is not in her garden she is usually off somewhere raising money for one charity or another.

All in all, Mavis is the perfect next-door neighbour. Since the day she moved in, we have grown very close and I am very fond of her, even if I am woken up by the noise of her lawnmower early in the morning!



- 3 Fill in the table with words from the list below. Using words from the completed table describe your partner's physical appearance, then write a short paragraph describing the appearance of a relative of yours.

round, oval, slanted, ginger, of medium height, middle-aged, mole, teenaged, curly, blond, tall, wrinkled, thick, balding, just over six foot, tanned, slim, thin, scar, elderly, muscular, in his teens, well-built, in his mid-forties, overweight, curved, wavy, pale, crooked, freckled, dimples, straight, skinny, beard, shoulder-length, almond-shaped, short, moustache, long-legged, round-shouldered, in his late forties, full

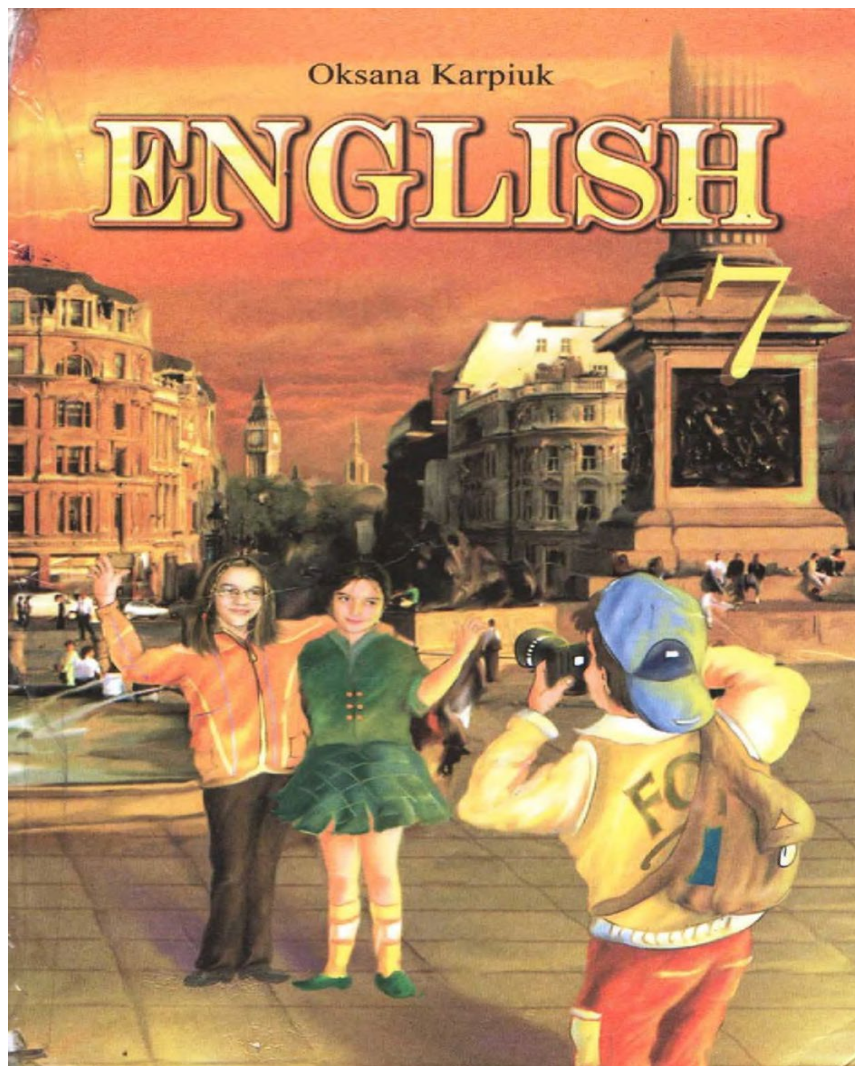
HEIGHT:
BUILD:
AGE:
COMPLEXION:
FACE:
HAIR:
EYES:
NOSE:
LIPS:
SPECIAL FEATURES:

APPENDIX 8.

SESSION 4: THE BASICS OF TEACHING/LEARNING MATERIALS ADAPTATION PROCESS

Activity 5: Developing practical skills of the adaptation stages and techniques application

Task. Work in groups. Analyze the unit extract answering the questions and evaluating the activities with the help of the given scheme.



Карп'юк О. Д. *Англійська мова: Підручник для 6-го класу загальноосвітніх навчальних закладів (6-й рік навчання)*. Тернопіль: "Видавництво Астон", 2014. 224 с.

INTRODUCTION

Lesson 1

WHO'S WHO IN 'ENGLISH-7'?



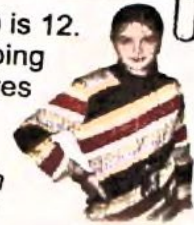
1. a) Listen and read.

Meet the group of the young and talented Ukrainian teens!

Taras (Terry) is 12. Terry takes pictures and does interviews for the *English Bridge* newspaper. When he was 8 he visited the International Camp for Kids. He made many friends there. Bill Brown became Terry's pen friend. Terry visited him in London 3 years ago.



Christina (Chris) is 12. She is good at typing and making pictures on the computer. Chris types articles for *English Bridge*. She really wants to go to London, too. Is she going to go? Find out later...



Ivan (John) is 12. He has got a computer at home, too. He uses the Internet and helps the *English Bridge* to communicate with kids all over the world. John makes web-pages of the paper on his computer.



Lilia (Lilly) is 12. She won a prize as an editor of the best school newspaper in the interschool¹ competition last year. She's got a pen friend Amelia Jones from the USA. Lilly hopes they'll meet each other some day.



Maryna (Mary) is 12, too, and she is a new classmate. She's keen on reading. She's got a big library at home. She is crazy about learning English. Is she going to join the *English Bridge* group? Let's see later.



BRUSH UP!

- be crazy about
- be good at
- be interested in
- be keen on

b) Work in groups. Close your books and tell what you remember about the children.

2. Interview your teacher and learn his/her personal information.

Where do you live?

How long have you lived there?



- home place
- work
- best friends
- interests

¹interschool [ˌɪntə'sku:l] — міжшкільний

3. Read and role-play a telephone call to Radio No1.

HAVE A SURPRISE!

Give your friend a surprise today!
You phone and tell us about your friend:
name, address, age, telephone number and so on.



We ask you a simple question about the nationality of a famous person. If you give the right answer, your friend wins a wonderful prize!

Phone us now on 885 885.
Fill in this form and have your information ready!



'HAVE A SURPRISE!' COMPETITION FORM

Friend's name
Friend's home town
Friend's telephone number
Friend's age
Choice of present for a friend (please tick):
 Radio No1 Diary;
 Radio No1 T-shirt;
 Radio No1 Sports Bag.
Your name
Your address
Your telephone number

Pupil A telephones to try to win a prize for a friend.

Pupil B is a Disc Jockey and asks questions.



B: Say hello. Ask the name of the caller.

A: Say who you are.

B: Ask what his/her friend's name is.

A: Say what your friend's name is.

B: Ask where he/she is from.

A: Say where your friend is from.

B: Ask how old he/she is.

A: Say your friend's age.

B: Ask what present the caller wants for his/her friend.

A: Say what present you want.

B: Ask the nationality question.

A: Answer the question.

B: If right, say, "You win a ... for your friend."

A: Say thank you and goodbye.

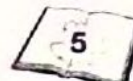


Work in groups. Read, discuss and write your letter.

What are you doing this weekend? Why not write an article for the *English Bridge* newspaper? What's happening at your school? Write and tell us about it! We're interested in everything: people, countries, cities, lifestyles, films, hobbies, recipes... We are waiting for your letters!



Workbook ex.2 - p.3



APPENDIX 9.

SESSION 4: THE BASICS OF TEACHING/LEARNING MATERIALS ADAPTATION PROCESS

Activity 6: Adapting and designing materials

Task. Work in pairs. Develop tasks for the *given example of authentic text* (“**Scientists create robotic arm which translates words into sign language to help deaf people communicate**”), using the list of pre-, during-, and post-reading (follow-up) activities to accompany it. Create actual activities, directly linked to the text:

- one pre-reading activity;
- one during- reading activity;
- one post- reading activity.

Below are suggestions for pre-reading, during reading, and post-reading (follow-up) instructional activities to accompany a text. (K. Westerfield. University of Oregon, Saida Irgasheva 2013 Adapted material workshop)

Pre-Reading Tasks

- Semantic mapping/Cluster activity
- Short answer/discussion questions to elicit students’ own knowledge about the topic.
- Individuals/pairs write two questions they think will be answered in the text.
- Scan text for: length (# of pages?), visuals (What does the chart refer to?).
- Scan text for specific information within a given time frame.
- Skim for main idea of paragraph/text (moving from multiple choice to short answer questions at higher levels).
- Skim in order to choose or make up a title.
- Free writes/quick writes (2 minutes) to predict the contents of a reading passage after looking at title, reading, visuals, first lines of paragraphs.
- Ask students to explain a concept or process.
- View/discuss a diagram or picture.
- Take a position on a statement or quote.
- Read the first sentence of each paragraph and predict the main idea of the reading.
- Scan text to find definitions of key vocabulary.
- Take a short excursion to a relevant location.
- Fill in a flow chart.

- Take a survey of students in class (what do people in the class think about xxx?)
- A cloze paragraph to complete on the topic of the reading.
- Fill in a KWL chart, listing: What I *know* for sure about xxx. What I *want* to know about xxx. Then compare statements with a partner. After reading, complete the 3rd column with what you *learned*.

During/Post-Reading Tasks

- What comes next? List possibilities.
- Fill in or draw charts, grids, maps, tables, outlines. (*Education Place – graphic organizers* <http://www.eduplace.com/>)
- Label a diagram.
- Correct a summary full of errors.
- Re-order scrambled sequence of events.
- Fill in blanks in a summary.
- Give, or choose from options, a title for a text.
- Answer inferential questions. Do you think the person was really in love? Why?
- Decide whether a statement is True, False, or Don't know (information is not available).

During/Post-Reading Tasks, cont.

- Decide whether a statement is True or False, and correct the False statements.
- Scan the text to find and underline examples of a language point, e.g. verb tense, reduced and full relative clauses, pronoun reference, passive voice, transitions/conjunctions, affixes, restatement.
- Put pictures in order.
- Re-order scrambled sections of text, paragraphs, or sentences.
- Read/Listen and take notes with outline (partially completed). Use to write a summary.
- What is the attitude/viewpoint of the writer, what is the genre of the text, who is the audience and how do you know?
- Match headlines with articles from a newspaper.
- Write newspaper headlines for an article.
- Write subheadings for text sections.
- Draw a timeline of events.
- Listen to a lecture and relate it to the reading.

- Bring in a guest speaker.
- See a film, video, TV show, slides, or picture & relate it to the reading.
- Listen to an audio podcast & relate it to the text.
- Re-reading fluency task in pairs.
- Shadow reading (Instructor reads, then students).
- Dictation.
- Write a 4-sentence summary; begin with the main idea.
- Web exploration and research – building technology skills & content knowledge.

Tasks with a focus on vocabulary (Pre, During-, or Post)

- Match words with definitions.
- Fill in word family chart.
- Word family activity (fill in blank in a sentence with the correct form of the word).
- Crossword puzzles (See <http://puzzlemaker.school.discovery.com>).
- Tasks with synonyms/antonyms (Scan Paragraph #__ to find a word that means the same as “smart”).
- Mixed sets (odd one out activity or grouping a mixed set of words into categories).
- Predict the meaning from the context.
- Word analysis (focusing on prefixes, suffixes, roots).

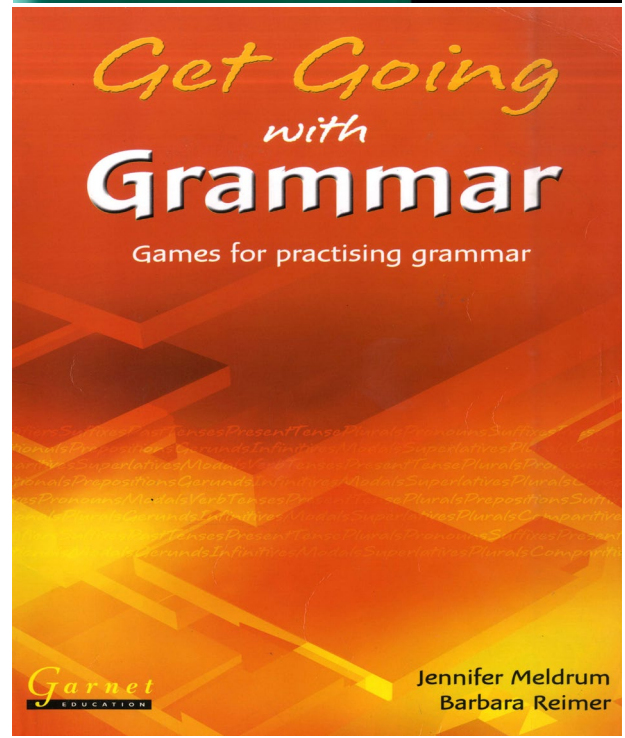
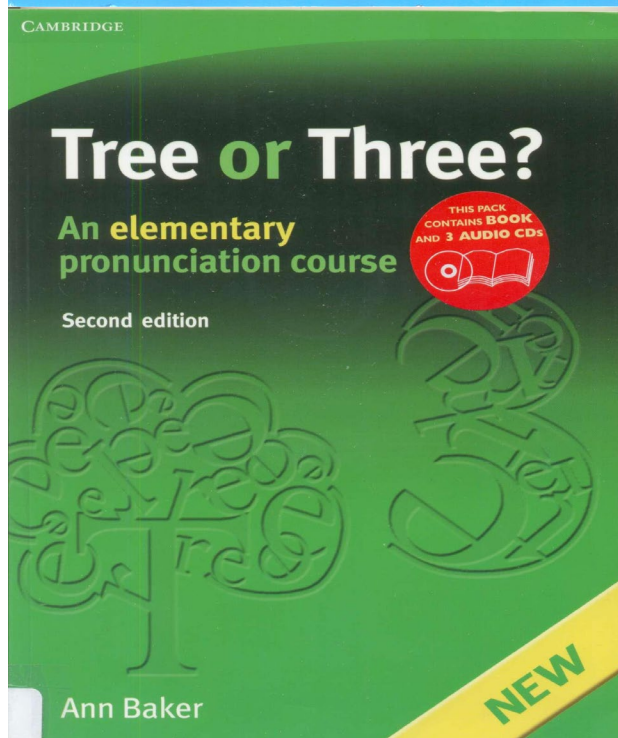
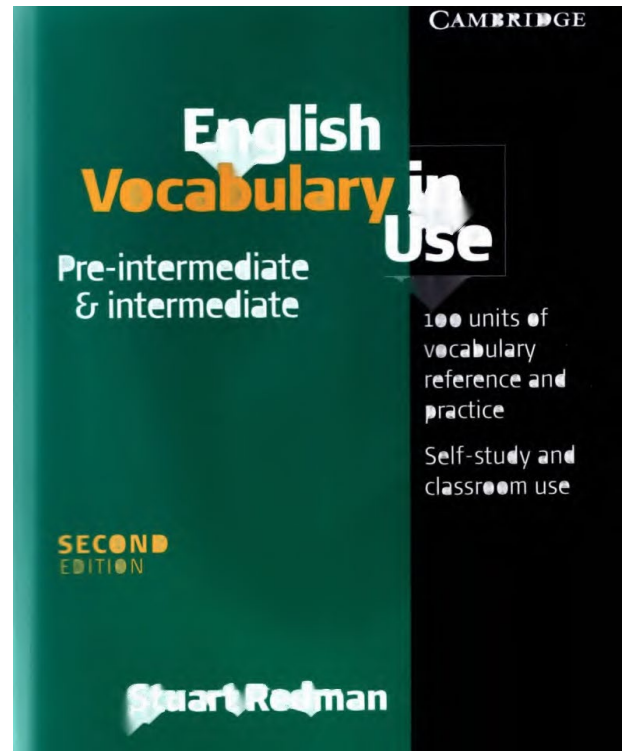
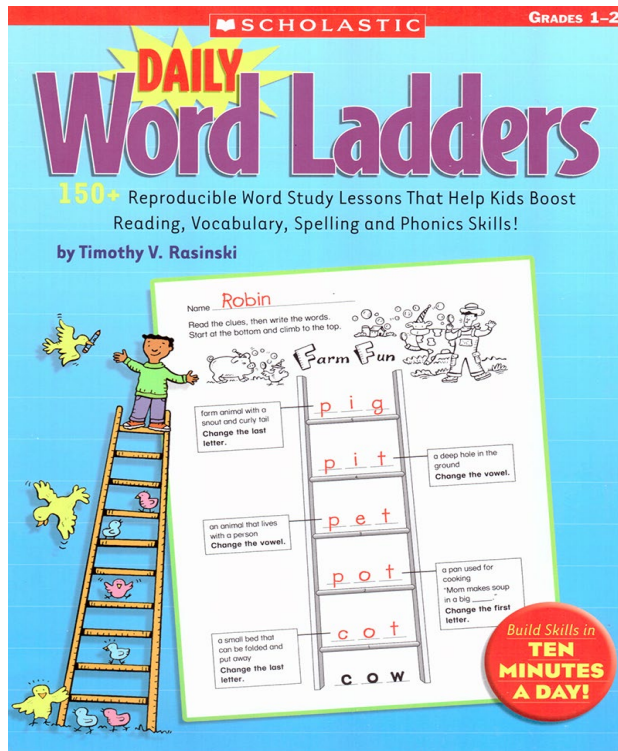
Adapted from: Kuchkarova Y. Improve your lesson planning. NAMANGAN, 2018. P. 20-21. URL: <https://cutt.ly/pLwxNpX> (Last accessed: 10.01.2020).

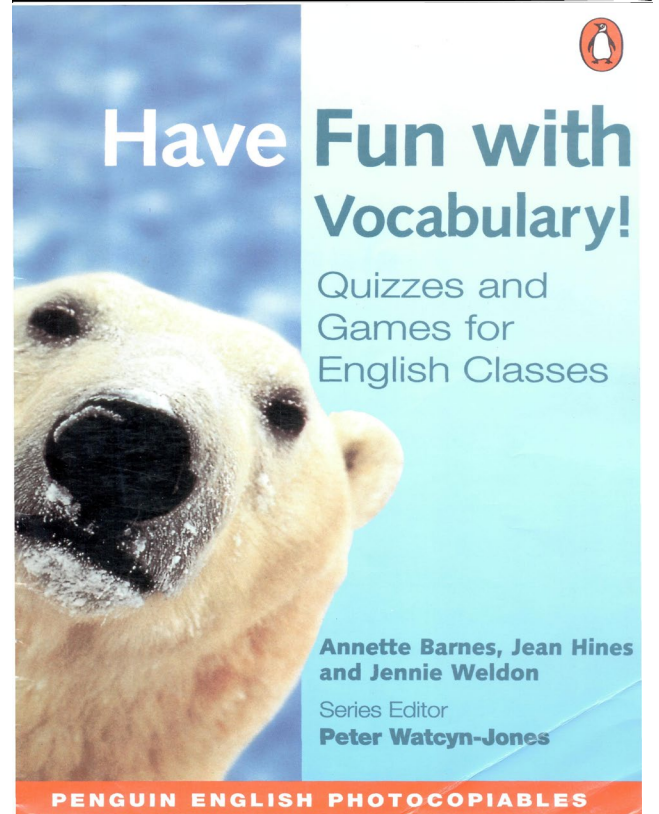
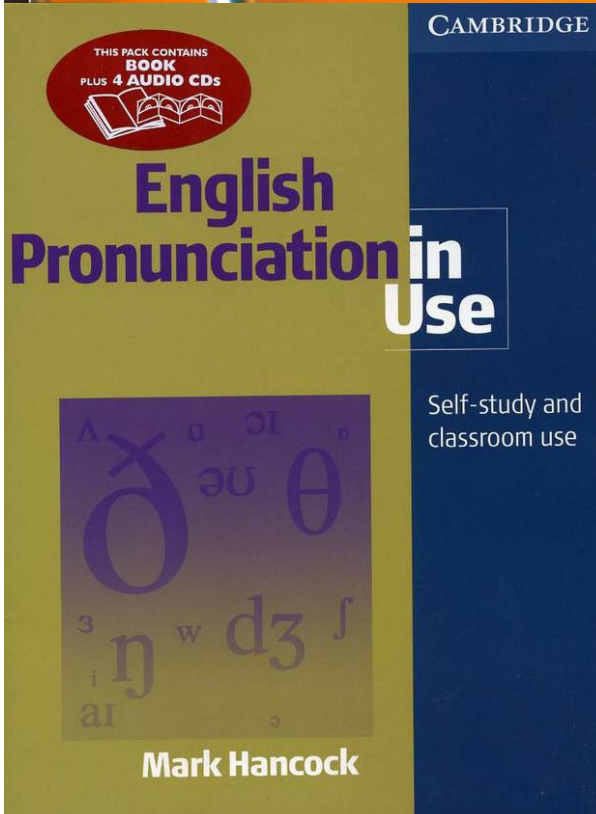
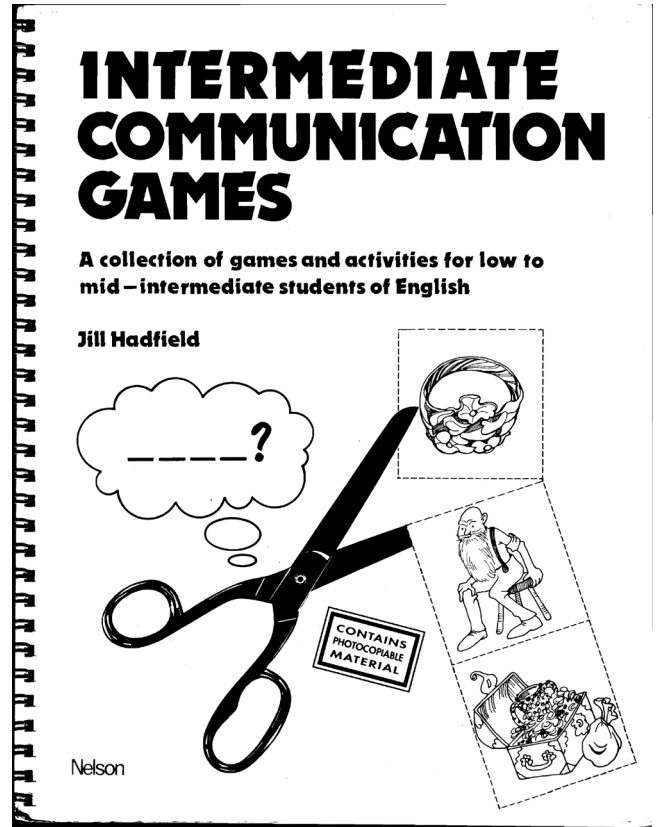
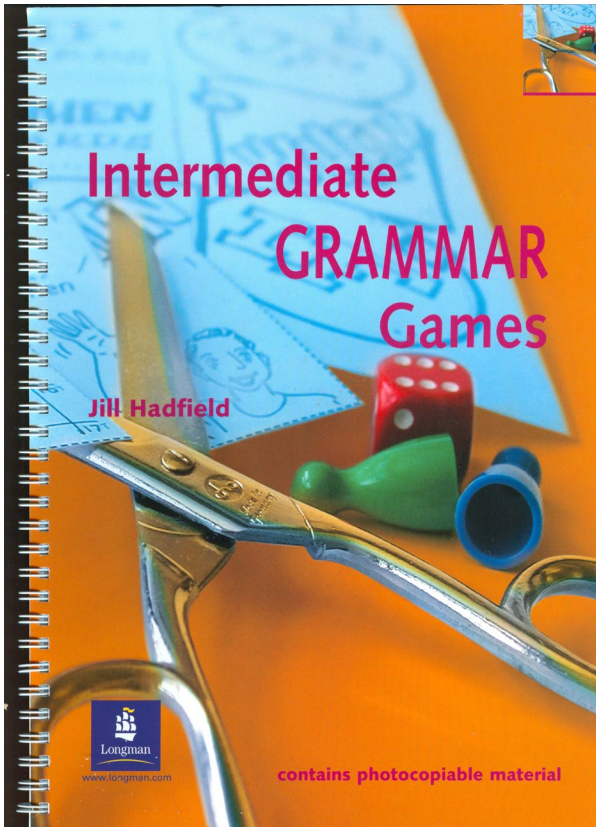
APPENDIX 10.

SESSION 5: REASONS AND NEEDS FOR SUPPLEMENTATION OF MATERIALS. SUPPLEMENTATION STAGES AND TECHNIQUES

Activity 3: Exploring the sources of supplementation

Task. Look at some other examples of resources for supplementary materials. Try to find them on the internet.



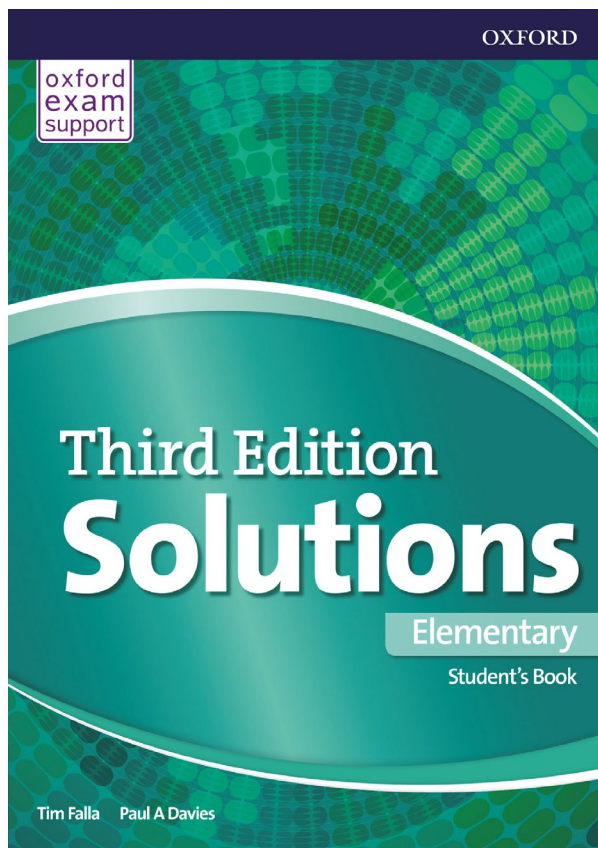


APPENDIX 11.

SESSION 6: PRACTICAL WAYS OF MAKING MATERIALS COMMUNICATIVE

Activity 4: Analysing textbook materials and activities

Task. Study the materials and activities in the extract below and analyse them according to the consolidated checklist.



Falla T., Davies A P. *Solutions (Elementary): Student's Book (Third Edition)*. UK: Oxford University Press, 2018. 143 p.

1C

Listening

Spelling and pronunciation

I can distinguish between words with very similar sounds in them.



1 **SPEAKING** Look at the photo of the Radford family. What is the relationship between the people, do you think?

2 Read the text and answer the questions.

- 1 What is Noel's job?
- 2 How many people live in the Radford family home?

A DAY IN THE LIFE OF THE RADFORD FAMILY!

Sue and Noel Radford live in a very big house in Morecambe in the north of England. The house is big because they've got nineteen children! Their oldest child is 28, and the youngest is just a baby.

The day starts at 4 a.m. when Noel, a baker, goes to work. Two hours later, he comes home and he wakes up the children. Sue prepares breakfast and makes twelve packed lunches! After breakfast, Noel takes the children to school – in a minibus! Noel goes back to the bakery with his eldest daughter, Sophie. She works there too. Then Sue starts on the housework. She loads the dishwasher, cleans the house and does the washing (nine times a day!). After lunch she goes to the supermarket and she does the ironing. When Noel gets home at 5 p.m., he cooks dinner and the children set the table. After dinner, Sue helps the children with their homework. The day ends at 10 p.m. when all the children go to bed.

3 **SPEAKING** Would you like to have a very large family? Why? / Why not?

4 **VOCABULARY** Find seven of the housework activities below in the text in exercise 2.

Housework clean the house cook dinner
do the ironing do the washing go to the supermarket
load / unload the dishwasher set the table
tidy my bedroom wash the dishes

Listening Strategy 1

In English, you cannot always predict how a word sounds by looking at the spelling. Learning how words are pronounced will allow you to understand them when you hear them.

5 **1.16** Read **Listening Strategy 1**. Which **red** vowel sound in each group of words is different? Listen and check.

- | | | | |
|----------------|---------|----------|-----------|
| 1 a school | b too | c look | d cool |
| 2 a grandson | b class | c father | d grandma |
| 3 a wife | b China | c Italy | d like |
| 4 a go | b son | c photo | d hello |
| 5 a eat | b meat | c seat | d great |
| 6 a university | b uncle | c mum | d Hungary |

Listening Strategy 2

Some words sound similar but have very different meanings. Being able to detect the small difference in pronunciation will help you to understand them when you hear them. Use the context to help you too.

6 **1.17** Read **Listening Strategy 2**. Then listen and repeat the words. Which word in each pair do you hear first? Pay attention to the different vowel sounds.

- | | | |
|-----------|------------|---------------|
| 1 men man | 3 far for | 5 live leave |
| 2 cap cup | 4 wet wait | 6 match March |

7 **1.18** Listen. Which word from exercise 6 does each sentence include? Which other words help you decide?

8 **1.19** Listen to Ryan and Joanna talking about housework. Are the sentences true or false? Write T or F. Then correct the false ones.

- 1 Ryan thinks that his bedroom is tidy. ___
- 2 Joanna tidies her bedroom. ___
- 3 Ryan hasn't got time to tidy his bedroom every day. ___
- 4 Joanna's family shares the housework. ___
- 5 Joanna and Ryan like housework more than homework. ___
- 6 Joanna has got exams at the moment. ___

9 **1.20** Read these sentences from the conversation in exercise 8. How are the **red** sounds pronounced? Listen and check.

- 1 I tidy **my** bedroom.
- 2 My **mum** **does** the washing.
- 3 He's got **exams** **at** the moment.
- 4 He goes to the **supermarket** **too**.

10 **SPEAKING** Work in pairs. Tell your partner about housework in your home. Use phrases from exercise 4. Note down what your partner says.

I tidy my bedroom and set the table.

My dad cleans the house.

11 **SPEAKING** Tell the class about your partner.

Zak tidies his bedroom and sets the table.

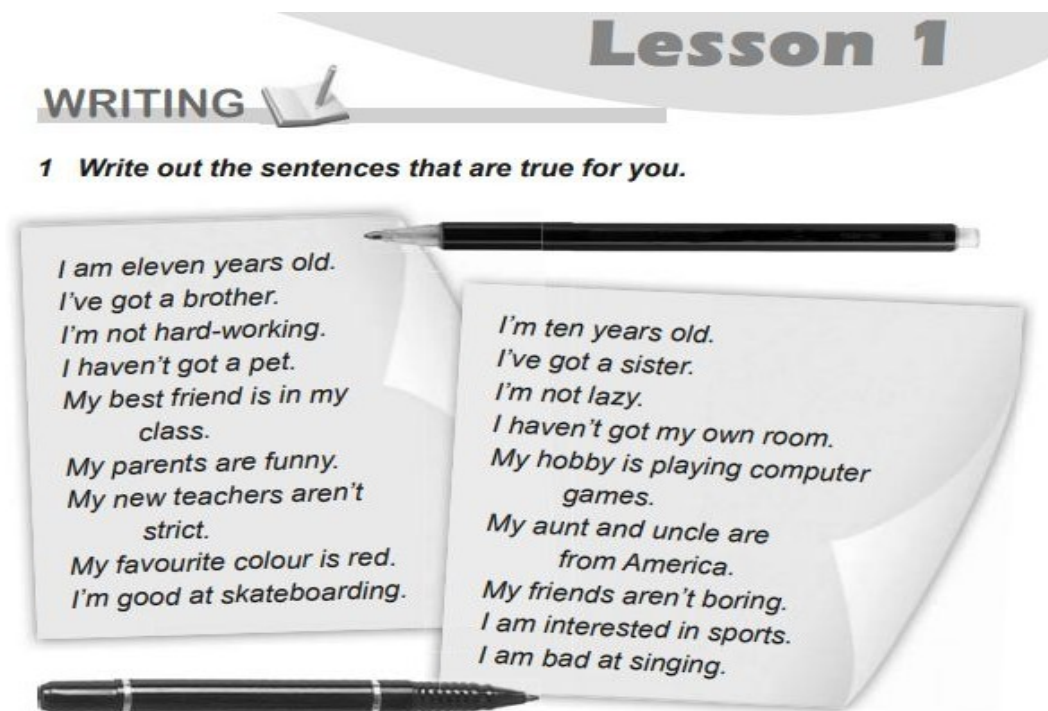
APPENDIX 12.

SESSION 6: PRACTICAL WAYS OF MAKING MATERIALS COMMUNICATIVE

Activity 6: Developing the practical skills

Task. Work in 3 groups. Look at the materials presented below. Suggest at least 3 activities to provide communicative use of the materials.

Group 1.



The image shows a worksheet for a writing activity. At the top right, it says "Lesson 1". Below that, the word "WRITING" is written next to a small icon of a notepad and pen. The main instruction is "1 Write out the sentences that are true for you." Below this instruction are two pieces of paper with lists of sentences. The left piece of paper has: "I am eleven years old.", "I've got a brother.", "I'm not hard-working.", "I haven't got a pet.", "My best friend is in my class.", "My parents are funny.", "My new teachers aren't strict.", "My favourite colour is red.", "I'm good at skateboarding." The right piece of paper has: "I'm ten years old.", "I've got a sister.", "I'm not lazy.", "I haven't got my own room.", "My hobby is playing computer games.", "My aunt and uncle are from America.", "My friends aren't boring.", "I am interested in sports.", "I am bad at singing." There are two pens, one above and one below the papers.

c. 23

Borrowed from: Карп'юк О. Д. *Англійська мова: Підручник для 6-го класу загальноосвітніх навчальних закладів (6-й рік навчання)*. Тернопіль : "Видавництво Астон", 2014. 224 с.

Group 2.

6. Complete the sentences. Use the words from the box given below.

• might go • might buy • may give • might do •
might ask • might help •

1. I'm meeting Jack next Sunday. I him to give me his new DVD.
2. We are going shopping tomorrow. We a new toy for my sister.
3. He's visiting his aunt next Saturday. They the shopping together.
4. She's having some free time tomorrow. She to the swimming pool.
5. They're having a test tomorrow. Their teacher them some difficult questions.
6. They are preparing a shopping list for tomorrow. We them do that.

c. 41

Borrowed from: Несвіт А. М. *Англійська мова (6-й рік навчання): підручник для 6 кл. загальноосвіт. навч. закл.* Київ: "Генеза". 2014. 224 с. URL: <http://pidruchniki.in.ua/angliyska-mova-6-klas-nesvit-a-2014/> (Last accessed: 10.01.2020)

Group 3.

13. Read the woman's opinion. Do you agree or disagree with her? Why?

Vira's mother once said: "People travel faster now, but I'm not sure whether they see better things. Personally I don't like travelling and it's quite clear. It's boring to travel by car for more than an hour. It's noisy on a train. Travelling by plane makes me airsick. All places are alike to me — same buildings, same parks and monuments. I feel comfortable enough at home with a good book or in the company of my friends. You just switch the TV and all the world is before your eyes."

c. 16

Borrowed from: Биркун Л. В. *Наша англійська: Підручник для 6 кл. загальноосвіт. навч. закл. (5-й рік навч.)*. К.: Освіта, 2006. 208 с.

APPENDIX 13.

SESSION 7: WAYS OF MAKING MATERIALS MORE CONTEXT APPROPRIATE

Activity 2: Investigating the components of learning context

Task 2. Skim the information below. Complete the scheme by supplying the missing constituents of learning context (E.g. learner's needs).

Age

Learners are often grouped as children, young learners, adolescents, young adults or adults. Within education process *children* are considered to be learners between the ages of about 2 to about 14; *young learners* – between the ages of about 5 to 9; and *very young learners* – between 2 and 5. The term *adolescents* tends to refer to students from the ages of about 12 to 17, whereas *young adults* – between 16 and 20.

Learning styles

All students respond to various stimuli (such as pictures, sounds, music, movement, etc), but for most of them (and us) some things stimulate them into learning more effectively than other things do. The **Neuro-Linguistic Programming** model (often called **NLP**) takes it into account by showing how some students are especially influenced by *visual* stimuli and better remember things they see. Some students are affected by *auditory* input and respond to things they hear. *Kinaesthetic* activity is especially effective for learners, who learn best when involved in some kind of physical activity (e.g. moving around, rearranging things with their hands, etc.). The point is that although all students respond to all of these stimuli, for most of them, one or another of them (visual, auditory, kinaesthetic) has more impact than the others in enabling to learn and remember what they have learnt.

Multiple Intelligences

Multiple Intelligences is another concept to be applied to student variation. Being first articulated by Howard Gardner, it transfers the idea that we all have a number of different intelligences (mathematical, musical, interpersonal, spatial, emotional, etc). However, while one person's intelligence (e.g. mathematical) might be highly developed, their other intelligence (e.g. interpersonal – the ability to interact with and relate to other people) might be less advanced. Thus, it is inappropriate to describe someone as being 'intelligent' or 'unintelligent', because our abilities are not similarly limited/advanced in all areas.

Levels

Teachers of English generally deal with three basic distinctions to distinguish the language knowledge of their students: **beginner**, **intermediate** and **advanced**. Beginner learners are those who don't know any English, advanced – are those whose level of English is competent enough to read unsimplified factual and fictional texts and communicate fluently; *intermediate* students have a basic competence in speaking and writing and an ability to comprehend fairly straightforward listening and reading. However, these rough labels can vary from institution to institution.

A distinction is also made between beginners – those students, who start a beginners' course having heard virtually no English; and **false beginners** – students, who can't really use any English, but actually know quite a lot, which can be quickly activated.

Elementary students are no longer beginners. They are able to communicate in a basic way: can string some sentences together, construct a simple story, or take part in simple spoken interactions.

Pre-intermediate students have not yet achieved intermediate competence, that is characterized by greater fluency and general comprehension of some general authentic English. Nevertheless, they have come across most of the basic structures and lexis of the language.

Upper-intermediate students have not only the competence of intermediate students, but also extended knowledge of grammatical construction and skill use. Though they may not have achieved the accuracy or depth of knowledge acquired by their advanced colleagues, and are less able to freely communicate at different levels of subtlety.

Educational and cultural background

Students' **cultural and educational background** stands for another aspect of individual variation. Some children come from homes where education is highly valued, and where parents are always ready to help. Other children, however, may come from less supportive backgrounds. Older students have very different expectations of what teaching and learning involves.

Students with different cultural backgrounds from the teacher or from each other, may feel differently from their classmates about topics in the curriculum, or may have different responses to classroom practices. In some educational cultures students are expected to be articulate and question their teachers, whereas in others, the students' quietness and modesty are more highly prized. Some educational cultures find **learning by rote** more attractive than **learning by doing**.

The importance of student motivation

A variety of factors can create a desire to learn, which is the bedrock of motivation and provokes a decision to act. For an adult this may involve enrolling in learning English.

For a teenager it may be choosing English over other subjects for special study. Motivation – which comes from outside the classroom and may be influenced by a number of external factors such as the attitude of society, family and peers to the subject in question – is called **extrinsic** motivation. **Intrinsic** motivation is the kind of motivation that is generated by what happens inside the classroom (the teacher's methods, the activities that students take part in, or their perception of their success or failure).

While it may be relatively easy to be motivated, **sustaining** that motivation can turn out to be more problematic. Students can become bored, or find the subject more difficult than they thought. Teacher's aim should be to help students to sustain their motivation.

It can be done in a number of ways:

- 1) selected activities involve the students, excite their curiosity, provoke their participation;
- 2) **level of challenge** is appropriate – neither too difficult nor too easy;
- 3) students are given some **agency** and take some responsibility for themselves;
- 4) students are 'doers' in class – they have some decisionmaking power (e.g. over the choice of which activity to do next, or how they want to be corrected).

If students feel they have some influence over what is happening, rather than always being told exactly what to do, they are often more motivated to take part in the lesson.

Responsibility for learning

It is important to encourage students to take more responsibility for their own learning. They should be told that their learning is likely to be more successful if they themselves become active learners, rather than passive recipients of teaching.

This message may be difficult for some students who due to their educational backgrounds and cultures believe that it is the teacher's job to provide learning. In such cases, imposing a pattern of **learner autonomy** will be unsuccessful. Instead of imposing autonomy, teacher has to gradually extend the students' role in learning. Below we present some tips to make this process successful:

- 1) encourage students to make their own dialogues after they have listened to a model on an audio track;
- 2) get them to try out new language;
- 3) ask individual students to investigate a grammar issue or solve a reading puzzle on their own, rather than explain it to them;
- 4) ask them to look for the meaning of word and how it is used in their dictionaries, rather than provide them with the word meaning;
- 5) encourage students to do various kinds of homework (e.g. written exercises, compositions or further study);

- 6) select the right kind of task for the students (within their grasp, not time consuming);
- 7) involve them in reading for pleasure and looking for their own resources for language practice (e.g. in books or on the Internet);
- 8) encourage them to use **monolingual learners' dictionaries** and help them to understand how and when to use them;
- 9) explain them that, at earlier stages of learning, good **bilingual dictionaries** serve the same function as monolingual ones providing the students with a large measure of independence from the teacher;
- 10) show them where they can continue studying outside the classroom, introducing suitable websites or recommending good CD or DVD resources.

[P. 14-22]

Adapted from: Harmer J. *How to Teach English (New edition)*.
China: Pearson Education Limited, 2010. 288 p.

Learners' Needs

In a world where political, economic and cultural barriers are rapidly disappearing, Abbs and Freebairn in *Blueprint One* (1990) identify five needs experienced by beginner students in a language classroom. These are:

- the need to communicate effectively;
- the need to be familiar with the language system;
- the need for challenge;
- the need to take on more responsibility for their own learning;
- the need for cross-cultural awareness.

The authors of *The New Cambridge English Course* (Swan and Walter 1990) identify the need to respect the learner. They mention that 'people generally learn languages best when their experience, knowledge of the world, interests and feelings are involved, and a course must allow students be themselves as fully as possible'.

[P. 97]

Adapted from: Cunningsworth A. *Choosing Your Coursebook*.
Thailand: Macmillan and Heineman, 2008. 154 p.

APPENDIX 14.

SESSION 7: WAYS OF MAKING MATERIALS MORE CONTEXT APPROPRIATE

Activity 3: Diverse nature of learning context

Task: Read the definition and underline the key words.

Learning Context

- is any information that characterizes the student, activity, educational content, learning strategies and the environment surrounding the student;
- is where the learning takes place. Learner motivation is situated in an environment where learners are motivated by an engaging task or activity that is situated in, influenced by, and changed through the nature of interactions, tasks, activities, practices, and cultures of the learning environment.

(**Source:** IGI Global Disseminator of knowledge URL: <https://www.igi-global.com/dictionary/learning-context/16847/> (Last accessed: 10.01.2020))

APPENDIX 15.

SESSION 7: WAYS OF MAKING MATERIALS MORE CONTEXT APPROPRIATE

Activity 5: Checklist of context appropriateness of materials

Task: Compare your own lists with the checklist of Context Appropriateness of Materials given below. Write down the differences.

1	The activity caters for various multiple intelligences.	
2	The activity caters for various learning styles.	
3	It suits the students' interest.	
4	It helps to achieve the students' goals.	
5	The level of activity is slightly higher than the students' level (challenging but not too difficult).	
6	The content of the activity is appropriate for the Ukrainian culture.	
7	The activity is too easy.	
8	The activity is too difficult.	
9	Friendly layout.	
10	It is communicative in character.	
11	It has real life character, which motivates students.	
12	The material is appropriate for the age of the learners.	
13	The material helps to develop higher order thinking skills.	

APPENDIX 16.

PROJECT 1. PROBLEM SOLVING

Work in 6 groups. Each group has to solve a range of problematic situations in class, incorporating the inumerated solutions. Your task is to think of the ways to cope with the problems using the learning materials and to act out the whole situation (taking into account *a teacher, students, proper activities to solve the problematic situation, etc*) in front of the other groups. After that the representatives of the other groups analyse the presentation in relation to the accomplished tasks.

Procedure:

a) Choose the learning materials on the given topic to solve the problems in class marked in the table below.

Topics:

- h) Family and friends
- i) Professions
- j) Science and technology
- k) Our planet
- l) National cuisines
- m) Cultures and nationalities
- n) Ecological problems and their solving

b) Problematic situations:

Group 1. Students in class are all at different levels (Use differentiation by providing different materials/technology, Use the competent students); students keep using their own language (Talk to them about the issues); students don't do homework (Ask the students); students finish before everybody else.

Group 2. Students in class are all at different levels (Use differentiation by providing various tasks based on the same material/technology, Use the competent students); students keep using their own language (Encourage them to use

English appropriately); **students don't do homework** (*Make it fun*); **students finish before everybody else.**

Group 3. **The class is very big** (*Use worksheets, Use pairwork and groupwork, Use group leaders, Use chorus reaction, Think about vision and acoustics, Use the size of the group to your advantage*); **students keep using their own language** (*Only respond to English use*); **students don't do homework** (*Respect homework*); **students finish before everybody else.**

Group 4. **Students don't want to talk** (*Use pairwork and groupwork, Allow them to speak in a controlled way at first, Use 'acting out' and reading aloud, Use role-play, Use recording*); **students keep using their own language** (*Create an English environment*); **students don't do homework** (*Make post-homework productive*); **students finish before everybody else.**

Group 5. **Students don't understand the audio track** (*Preview interview questions, Use 'jigsaw listening', One task only, Play a/the first segment only*); **students keep using their own language** (*Keep reminding them*); **students don't do homework** (*Make post-homework productive*); **students finish before everybody else.**

Group 6. **Students don't understand the audio track** (*Play the audio track in manageable chunks, Use the audioscript, Use vocabulary prediction, Have students listen all the time*); **students keep using their own language** (*Talk to them about the issues*); **students don't do homework** (*Make it fun*); **students finish before everybody else.**

c) Read the theoretical extract below to fulfil the task.

Problematic situations: What if?

There is a range of problems which teachers usually face in class. Here are some tips how to deal with them.

1. What if students in class are all at different levels?

Teachers regularly face mixed-ability groups in which students range from those who are quite competent in English, those are not very good in English and starters. Of course, things can be not quite so extreme, but what the ways of dealing with the situation? Here are some of them:

Use differentiation by providing different materials/technology

Group students according to their level of English and offer each group a different task (E.g. Starters work on a piece of language study (e.g. the future indefinite), students with intermediate level read a story or do Internet-based research. Then while the intermediate group is performing a topic discussion, the group of starters might be doing a parallel writing exercise or sitting round a CD player listening to an audio track.

In case teacher has some self-study facilities, like a study centre or separate rooms, one group of students can be sent off to work there in order s/he could concentrate on another. Provided the self-study task is purposeful, the students who go out of the classroom will not feel cheated. The big self-study area is an ideal place for different-level learning provided for the groups placed in different corners (e.g. working on a grammar activity, watching a DVD, consulting an encyclopedia or working at a computer screen).

Use differentiation by providing various tasks based on the same material/technology

While using the same materials with the whole class students can be encouraged to do different tasks depending on their level and abilities. E.g. A text can have sets of questions at three different levels. Students are encouraged to see how far they can get: the better ones will quickly finish the first two sets and have to work hard on the third. The weakest students may not get past the first set.

In a vocabulary study exercise, some students can be asked for simple repetition, while others may be encouraged to use the new language in more complex sentences. In the process of discussion session, while giving answers or opinions, one word will do for some weaker students, whereas longer and more complex contributions are expected from better ones. In role-plays and other speaking or group activities, it can be ensured that students have roles or functions which are appropriate to their level.

The problem can be ignored

The belief that, within a heterogeneous group, students will find their own level is perfectly feasible. The better students will probably be more daring in speaking and writing activities. In reading and listening activities, their understanding will be more complete and quicker. However, this position comprises the danger that better students may be bored by the slowness of their colleagues or the weaker ones can become frustrated by their inability to keep up.

Use the competent students

A strategy of peer help and teaching can be adopted so that better students may help weaker ones, explaining things or providing good models of language performance in speaking and writing, while working in pairs or groups. However, it requires great sensitivity so that weaker students don't feel alienated by their

over-knowledgeable peers or better ones become oppressed by their obligatory teaching role. The manner should be supportive and non-judgmental. The benefits of different treatment must be explained. [P. 176-177]

2. What if the class is very big?

In big classes teacher's contact with students is hampered and students at the back receive less individual attention. But there are some ways to deal with the situation.

Use worksheets for many of the tasks which you do with the whole class. During the feedback stage, go through the worksheets with the whole group.

Use pairwork and groupwork since they maximise student participation. In technologically equipped rooms, students can work round computer screens.

It is important to make clear instructions, to agree how to stop the activity and to give good feedback.

Use chorus reaction. You can divide the class into two or three groups. Each group can then speak a part in a dialogue, ask or answer a question, repeat sentences or words. This is especially useful at lower levels.

Use group leaders to hand out copies, check that everyone in their group has understood a task, collect work and give feedback.

Think about vision and acoustics as they can be hampered in big classes.

Use the size of the group to your advantage as humour in them is funnier, drama is more dramatic, a good class feeling is warmer and more enveloping. [P. 177-178]

3. What if students keep using their own language?

Students are not supposed to use their native language rather than English to perform classroom tasks, such as having a discussion or doing an English-language role-play, etc. They mostly do it because of the desire to communicate in the best way they can, but such behaviour disturbs students practising *English*

Here are some ways to cope with the situation:

Talk to them about the issues

Discuss with students how they should feel about using English and/or their native language in the class. Explain that using their own language they lessen their chances for rehearsal and feedback and consequently to learn English.

Encourage them to use English appropriately. In other words, a little bit of the students' native language when they're working on a reading text is not much of a problem, but a speaking exercise will lose its purpose if not done in English.

Only respond to English use in class.

Create an English environment. Teachers themselves should speak English for the majority of the time so that the students are constantly exposed to how English sounds.

Keep reminding them, encouraging, cajoling, even pleading with the students to use English. Offer help if necessary. [P. 180]

4. What if students don't do homework?

Ask the students what they think about homework and get their agreement about how much they should be asked for. Find out what their interests are, and try to ensure that homework is relevant to them.

Make it fun.

Vary the tasks and try to make them fun. Use other ways of giving homework (E.g. give out homework tasks in envelopes or send them in emails). Mix serious things and some slightly crazy ones.

Respect homework. Don't forget to check and mark the given homework. Students need to know that the effort they make in doing the tasks will be reciprocated by the teacher.

Make post-homework productive

Students should be encouraged to look at the feedback we give on homework to see how they might make corrections. We need to provide opportunities for them to react to our suggestions or to discuss the task that was set. Students can correct each other's homework, provided that this is done in a supportive and cooperative way. [P. 180]

5. What if students are uncooperative?

Problem behaviour can take many forms: constant chattering in class, not listening to the teacher, disengagement from what's going on, blunt refusal to do certain activities or to do what they are told, constant lateness and even rudeness.

There are a number of ways teachers can react to problem behaviour.

*Remember that it's *just a job**

When students behave badly, especially when this involves rudeness or obstinacy, don't take it personally and don't take instant decisions in the heat of the moment so that you can react dispassionately. In other words, *keep calm*, and respond as objectively as you can.

Deal with the behaviour, not the student.

When problem behaviour occurs, *act immediately* and stop it from continuing. As far as possible, deal with the student or students who are causing difficulties by talking to them away from the whole class. Such face-to-face discussion has a much greater chance of success than a public confrontation. Try to find out why the student is behaving uncooperatively. It maybe necessary to impose some kind of sanction for missbehaviour. However, your objective should always be to try to identify the problem and see if it can be resolved without such measures.

Be even-handed

Students need to be clear about what action will be taken if and when problem behaviour occurs. They then need to see such action being carried out when it happens. They will be confused if teacher reacts to the behaviour on some occasions but not others.

Go forward. Instead of focusing on what a student has done, see how their behaviour can be improved in the future, change the activity or reseat students, ask

for future good behaviour.

Use any means of communication. Teacher can talk to students individually or discuss the problem via email, explaining the problem and asking them to reply if they have anything they need or want to say.

Enlist help. Talk to colleagues, get a friend to come and observe the class to see if they notice things that the teacher is not aware of. Finally, of course, teacher may need to rely on higher authority and the school or institute's behaviour policy.

Prevention or cure? One of the ways to preempt problem behaviour is to agree on behaviour standards with the class at the beginning of a semester (make a **language-learning contract** in which both teacher and students say what they expect and what is unacceptable). [P. 180-182]

6. What if students don't want to talk?

Sometimes it happens that students don't want to talk in class. It can be caused by students' own characters, because there are other students who dominate and even intimidate, or it is because students are simply not used to talking freely in a classroom setting and fear of 'losing face' in front of the teacher and their classmates by making mistakes. In any way, it makes no sense to force such students to talk. There are other much more effective tricks to try.

Use pairwork and groupwork

Allow them to speak in a controlled way at first. It is better to make students speak fluently in stages. For example, first dictating sentences which the students only have to fill in parts of before reading them out to the whole class. And then once they have read out their sentences, they can be asked follow-up questions by the teacher or other students. In this way psychologically, they are more likely to be able to respond.

Use 'acting out' and reading aloud.

However, acting out is not simply reading aloud, it predetermines teacher's work with the students like a drama coach, working out when the voice should rise and fall, where the emphasis goes, what emotion the actor should try to convey.

Use role-play

It was found out that quiet students speak more freely when they are playing a role, not having to be themselves. Role-cards are a good way to allow them to take on a new identity.

Use recording

Students can record what they would like to say, outside the lesson. The teacher then listens to the tape and points out possible errors. [P. 182-183]

7. What if students don't understand the audio track?

It happens that, listening material seems to be too difficult for students to understand and it is not enough just to play the track again. To deal with this problem the following alternatives can be used.

Preview interview questions

Students can be given the questions of an interview and can be asked to role-play what might be said before listening to the audio. It will have predictive power.

Use 'jigsaw listening'

Different groups can be given different audio excerpts (on tape or CD, or as audioscripts). When the groups hear about each other's extracts, they get the whole picture by putting the 'jigsaw' pieces together.

One task only

Students can be given a straightforward task which does not demand too much detailed understanding (e.g. to describe the speaker on the recording by the sound of the voice which will suggest sex, age, status, etc.).

Play a/the first segment only and then let students predict what's coming next.

Play the audio track in manageable chunks so that students understand the content of a part of it before moving on to the next one. This makes listening less stressful, and helps students to predict what the next chunk will contain.

Use the audioscript. In case students have difficulties using the audioscript several methods can be used to deal with the problem. Firstly, the script can be cut into bits. The students have to put the bits in the right order as they listen. Secondly, students are allowed to see the first part of the audioscript before they listen. They will then know what the listening text is going to be about. Finally, the students can read the audioscript before, during and after they listen. The audioscript can also have words or phrases blanked out.

Use vocabulary prediction. Students can be given 'key' vocabulary before they listen and can be asked to predict what the recording will be about.

Have students listen all the time.

Encourage students to listen to the news in English on the radio or Internet as often as possible and to try to understand just the main points. Remind them that the more you listen, the easier it gets. [P. 184]

8. What if some students finish before everybody else?

Completing a task some students can finish before others. If the activity has a competitive element there is no reason to worry about. But where no such element is present, we face a dilemma: should we stop the activity (which means not letting some finish) or let the others finish (which means boring the people who finished first)? Common sense has to prevail here. If only one group finishes way before the others, teacher can work with that group or provide them with some spare activities (e.g. little worksheets, puzzles, readings, etc.). If only one group has not finished, the activity can be stopped in order not to make the rest bored. Teacher can also plan extensions to the original task so that if some groups finish earlier, they can do extra work on it. [P. 184-185]

Extract from: Harmer J. *How to Teach English (New edition)*.
China: Pearson Education Limited, 2010. pp. 176-185.

APPENDIX 17.

PROJECT 2. ANALYSING STUDENTS' PROJECTS ON LEARNING MATERIALS CREATION.

Task

Work in five small groups. Look at the photos of the students' projects on learning materials creation and analyze them:

- 1) Determine the topic, aims and objectives;
- 2) Analyze the activities and materials presented, taking into account the timing;
- 3) Name project strengths and weaknesses;
- 4) Think of the possible shift that can make the materials use more effective;
- 5) Determine the importance of references;
- 6) Choose the project you liked most. Give your reasons.

GROUP 1. Project prepared by group A-32 (subgroup I) (2018).

Designed by A-32:

- Hacıbaba Sofia
- Kadirhan Ulla
- Mustafahan Deniz
- Perihan Olga
- Pınarhan Lila
- Duda Naza

OBJECTIVES:

- students will know the vocabulary on the topic "Food"
- grammar rules "Countable/uncountable nouns"
- to be able to write a recipe

Countable Nouns

Countable nouns are for things we can count using numbers. They have a singular and a plural form. The singular form can use the determiner "a" or "an". If you want to ask about the quantity of a countable noun you ask "How many?" combined with the plural countable nouns.

Singular: one apple, one banana
Plural: three apples, five bananas

Uncountable Nouns

Uncountable nouns are for the things that cannot count with numbers. They may be the names for abstract ideas or qualities or for physical objects that are too small or too numerous to be counted (liquids, powders, gases etc.).

tea, sugar, water, butter

Match the given words with the pictures. (5 min.)

Countable

Uncountable

Recipe: How to make a pizza (5 min.)

Put the sentences in the correct order to get this recipe.

- How to make a pizza
- Wash your hands
- Put on your apron
- Make the dough
- Roll out the dough into a round shape
- Spread tomato sauce on the dough
- Put your toppings on the pizza
- Create the cheese and sprinkle on top
- Make to the oven and cooked well
- It's here ready eat! Slice and eat.

Pair work

You are going to write your own recipe. Choose any dish you like, describe its ingredients, equipment and instructions using the active vocabulary then you will present it to the class.

Vote for the best recipe, which you'd like to order. (10 min.)

Ingredients

Equipment

Step-by-step instructions

Now we will get acquainted with the right structure of a recipe. (3 min.)

A RECIPE FOR...

10 MIN. You are going to write your own recipe. Choose any dish you like, describe its ingredients, equipment and instructions, using the active vocabulary. Then you will present it to the class.



Ingredients	Equipment
Step-by-step instructions	

3 MIN. Now we will get acquainted with the right structure of a recipe.

10 MIN. Vote for the best recipe, which you'd like to order.

Designed by A-32-2:

- * Hnatyshko Sofia
- * Kuchirko Lilia
- * Matiyishyn Dmytro
- * Pavlyuk Olga
- * Poselyuzhna Lilia
- * Dvulit Nazar

OBJECTIVES:

- STUDENTS will know the vocabulary on the topic "Food"
- grammar rules "countable/uncountable nouns"
- be able to write a recipe

«FOOD» **5 MIN.**

Countable NOUNS
Countable nouns are for things we can count using numbers. They have a singular and a plural form. The singular form can use the determiner "a" or "an". If you want to ask about the quantity of a countable noun, you ask "How many?" combined with the plural countable nouns.

Singular	Plural
one apple	three apples
one banana	five bananas

Uncountable NOUNS
Uncountable nouns are for the things that cannot count with numbers. They may be the names for abstract ideas or qualities or for physical objects that are too small or too amorphous to be counted (liquids, powders, gases etc.)

tea sugar water butter

12 MIN. You have pictures. In groups put them in the appropriate column, taking into account whether they are countable or uncountable.

Uncountable

1. Match the given words with the pictures.

- > peel
- > slice
- > mash
- > mix
- > boil
- > chop
- > pour
- > fry
- > bake
- > grate
- > roll out
- > spread

Match the given words with the pictures.
WITH THE PICTURES.

5 MIN.

This is a recipe for pizza.
Put the sentences in the correct order to get this recipe.

- How to make a pizza
- Wash your hands
- Put on your apron
- Make the dough
- Roll out the dough into a round shape.
- Spread tomato sauce on the dough
- Put your toppings on the pizza
- Grate the cheese and sprinkle on top.
- Bake in the oven until cooked well
- When ready cut into slices and eat.

You have pictures. In groups put them in the appropriate column, taking into account whether they are countable or uncountable.

Countable

Uncountable

Lesson plan

Modern British cooking and restaurants

Aims:

- to learn or revise vocabulary relating to food, restaurants, food preparation
- to develop reading, writing and comprehension skills
- to develop speaking skills / discussing and attitudes towards food and restaurants

Recipe: Vegetarian Shepherd's Pie

Task 5 13 minutes
Serves 4 people. Preparation time: 30 minutes. Cooking time: 20 minutes

Ingredients for the vegetables:

- 1 tsp vegetable oil
- 1 onion, finely chopped
- 1 clove of garlic, crushed
- 1 stick of celery, chopped
- 1 leek, halved and sliced
- 1 carrot, diced
- 420g can mixed beans, drained and rinsed
- 400g can chopped tomatoes
- 1 tsp dried mixed herbs
- 1 tsp tomato purée
- Salt and freshly ground black pepper

For the mashed potato topping:

- 700g floury potatoes, peeled and cut into chunks
- 150ml milk
- 85g cheddar cheese, crumbled

Method:
Read and fill in the gaps:

Preheat the oven to 180C.

_____ the potatoes in a pan of lightly salted boiling water until tender.

Meanwhile _____ the oil add the onion, garlic, celery, leek and carrot and _____ gently for 10 minutes.

_____ the beans, tomatoes, herbs or chilli powder and tomato purée in 3 tbsp water.

Season to taste and simmer for 5 minutes.

When the potatoes are cooked _____ them and heat the milk to boiling point. _____ the milk over the potatoes and mash until smooth. Season to taste. _____ in half the cheese.

_____ the beans and tomato mixture into an ovenproof dish and top with the cheesy mash. _____ over the remaining cheese.

_____ for 20 minutes until the topping is golden brown.


Task 1 9 minutes
Think of as many national or typical dishes as you can under the following headings:

Your own country	UK	Other countries

Discussion Questions:

- Have you tried any of these dishes? Which ones? Did you like or dislike them?
- What is your favourite food? What is your least favourite?
- What is the strangest food you have ever eaten? Did it taste good or bad?
- Do you like trying new foods?
- Do you ever cook? If so, what do you like to cook?

Task 4 6 minutes
Try to match the vocabulary with the appropriate pictures.



Task 3 5 minutes
1. Decide whether the following statements are true or false:

- 1) Britain is starting to get a reputation for bad cuisine.
- 2) Advertising campaigns are encouraging British people to try new foods.
- 3) The most popular TV chefs in Britain are younger and more charismatic than they used to be.
- 4) 'Jamie's Kitchen' is a TV programme about ordinary people who set up their own restaurants with no cooking experience.
- 5) Jamie's restaurant 'Fifteen' will be opening in several months time.
- 6) The traditional British diet may be dying out.

Task 6 (Homework)
Your own recipe

Write your own recipe below. If you're not sure about the exact ingredients or method you can be creative and invent them! Include the name of the recipe, the ingredients and the method.

Task 2 14 minutes
Read the following article about cookery programmes and their effect on British cuisine.

Are Brits becoming more adventurous in the kitchen? What comes into your mind when you think of British food? Potatoes, fish and chips, or a Sunday dinner of roast beef and vegetables? Britain is widely known for its food and restaurants. However, a revolution has been taking place in the way that Brits eat and what they eat. Cookery programmes on television have introduced many different dishes to the British public. In a survey carried out by the BBC, 75% of respondents said that they had tried a new recipe in the last year. This is a significant increase on the 65% who said they had not. The survey also found that 60% of respondents said they had tried a new recipe in the last year. This is a significant increase on the 45% who said they had not. The survey also found that 60% of respondents said they had tried a new recipe in the last year. This is a significant increase on the 45% who said they had not.

Answer the questions

1. What is the main idea of the article?
2. How has the British diet changed in the last few years?
3. What is the most popular TV chef in Britain?
4. What is the name of the TV programme about ordinary people who set up their own restaurants?
5. How many people have tried a new recipe in the last year?
6. How many people have tried a new recipe in the last year?

Kadina, Irina, Kotorshuk Oksandra, Tsykabal Olga, Martynuk Vasylina, Nykolaienko

Topic: Modern British cooking and restaurants

Aims:

- to learn or revise vocabulary relating to food, restaurants, food preparation
- to develop reading, writing and comprehension skills
- to develop speaking skills / discussing and attitudes towards food and restaurants

Task 1 9 minutes
Think of as many national or typical dishes as you can under the following headings:

Your own country	UK	Other countries

Discussion Questions:

- Have you tried any of these dishes? Which ones? Did you like or dislike them?
- What is your favourite food? What is your least favourite?
- What is the strangest food you have ever eaten? Did it taste good or bad?
- Do you like trying new foods?
- Do you ever cook? If so, what do you like to cook?

Task 5 13 minutes

Recipe: Vegetarian Shepherd's Pie

Serves 4 people. Preparation time: 30 minutes. Cooking time: 20 minutes

Ingredients for the vegetables:

1 tbsp vegetable oil
1 onion, finely chopped
1 clove of garlic, crushed
1 stick of celery, chopped
1 leek, halved and sliced
1 carrot, diced
420g can mixed beans, drained and rinsed
400g can chopped tomatoes
1 tsp dried mixed herbs
1 tsp tomato purée
salt and freshly ground black pepper

For the mashed potato topping:

700g floury potatoes, peeled and cut into chunks
150ml milk
85g cheddar cheese, crumbled

Method:

Read and fill in the gaps:

1. Preheat the oven to 180C.
2. _____ the potatoes in a pan of lightly salted boiling water until tender.
3. Meanwhile _____ the oil add the onion, garlic, celery, leek and carrot and _____ gently for 10 minutes.
4. _____ the beans, tomatoes, herbs or chilli powder and tomato purée with 3 tbsp water.
Season to taste and simmer for 5 minutes.
5. When the potatoes are cooked _____ them and heat the milk to boiling point.
_____ the milk over the potatoes and mash until smooth. Season to taste.
_____ in half the cheese.
6. Spoon the beans and tomato mixture into an ovenproof dish and top with the cheesy mash. _____ over the remaining cheese.
7. _____ for 20 minutes until the topping is golden brown.

4 Express your opinion while answering the questions.

- Are cookery shows popular in Ukraine? Do they help Ukrainian people to make their cuisine more intricate and diversified? Would you like to take part in such a programme? Why yes / no?
- Is it good that foreign dishes are so easily adopted by our national cuisine? Aren't we running the risk of losing our own national food traditions?
- Are food courses likely to become popular among Ukrainian people? What should they offer to attract more people?
- Are there any other ways to acquire cooking skills and knowledge besides those mentioned in the article? What are they?

3. Answer the questions.

1. What reputation did the British cuisine use to have?
2. How are eating habits changing in Britain?
3. What do the results of the market study show?
4. How is this new tendency reflected through TV scheduling?
5. What are the reasons why the TV show 'Jamie's Kitchen' has turned into a phenomenon?
6. What does Jamie Oliver's example prove?
7. What do UK colleges and universities offer for those who are willing to expanding their culinary knowledge and skills?
8. What countries is Britain now competing with in the field of culinary excellence? What does it speak for?

Task 4 6 minutes

Try to match the vocabulary with the appropriate pictures.

Verbs for food preparation

1. dice
2. whisk
3. stir
4. squeeze
5. pour
6. mix
7. roll
8. taste
9. chop
10. sprinkle
11. slice
12. wash

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

11. _____
12. _____
13. _____
14. _____
15. _____

... the missing parts of the ...
2. Read using suitable words and word-
sensations from the text.

com... reputation for less-than-spectacular cuisine, Britain
1. Des... more and more...
is... turning away from meat-and-two-veg and ready-
2. Brit... and becoming more...
ma... that watching cookery programmes on TV...
3. Brit... use a wider ... than they used to, and buy ... than
4. The...
5. The... more willing to expand ... and young people are
als...
6. Co... shows and documentaries about food are
bro... during ...
7. The... began as an experiment and turned ...
8. Jam... a team of unemployed 16 to 24-year-olds, with ...
,... transform them ...
9. 'Fif... has become a hit in London and is ...
10. ... recent survey finds that the number of those ... is
slow... declining and around half of Britain's consumers
woul...
11. ... are more and more people who ... at UK
univ... and colleges.
12. ... Britain ... with countries such as France and Italy

Task 2 14 minutes

Read the following article about cookery programmes and their effect on British cuisine.

Are Brits becoming more adventurous in the kitchen? What comes into your mind when you think of British food? Probably fish and chips, or a Sunday dinner of meat and two vegetables. But is British food really so bland and uninteresting? Despite a reputation for less-than-spectacular cuisine, Britain is producing more and more top class chefs who dominate our television screens and whose recipe books frequently top the best seller lists. It's thanks to these TV chefs rather than any advertising campaign that Britons are turning away from meat-and-two-veg and ready-made meals and becoming more adventurous in their cooking habits. It seems that TV programmes have the power to bring a higher profile to cooking and are wielding real influence on what people cook at home.

According to a new study from market analysts, 1 in 5 Britons claim that watching cookery programmes on TV has encouraged them to try different food. Almost one third say they now use a wider variety of ingredients than they used to, and just under 1 in 4 (24%) say they now buy better quality ingredients than before. One in four adults say that TV chefs have made them much more confident about expanding their culinary knowledge and skills, and young people are also getting more interested in cooking. With an increasing number of male chefs on TV, it's no longer 'uncool' for boys to like cooking. The UK's new obsession with food is reflected through television scheduling. Cookery shows and documentaries about food are broadcast during prime time evening slots. Many of the new celebrity chefs promote modern 'fusion cuisine', which blends classic 'British' cooking with international and exotic influences. Even the chefs themselves are younger, more beautiful and much more experimental, such as Nigella Lawson and Jamie Oliver. Jamie Oliver was only 23 when he first appeared on British television screens.

More than 4 million people tuned in to his popular show 'Jamie's Kitchen'. The show began as an experiment and turned into a phenomenon. Jamie gave himself nine months to take a team of unemployed 16 to 24-year-olds, with virtually no previous experience of cooking, and transform them into top class chefs to work in his new restaurant in East London, 'Fifteen'. Jamie left school himself without formal qualifications and believes that with a passion for food, anyone can become a good cook. 'Fifteen' has become a hit in London and is booked up months in advance.

Jamie Oliver has proved to be a huge inspiration for British people. The recent survey finds that the number of those sticking to a traditional diet is slowly declining and around half of Britain's consumers would like to change or improve their cooking in some way. There has been a rise in the number of students applying for food courses at UK universities and colleges, such as those offered by the School of Culinary Art at South Trafford College. Having been ridiculed for centuries for its mediocre cuisine, is Britain now competing with countries such as France and Italy in the field of culinary excellence?

↓

Task 3 5 minutes

1. Decide whether the following statements are true or false:

- 1) Britain is starting to get a reputation for bad cuisine.
- 2) Advertising campaigns are encouraging British people to try new foods.
- 3) The most popular TV chefs in Britain are younger and more charismatic than they used to be.
- 4) 'Jamie's Kitchen' is a TV programme about ordinary people who set up their own restaurants with no cooking experience.
- 5) Jamie's restaurant 'Fifteen' will be opening in several months time.
- 6) The traditional British diet may be dying out.

Task 6 (Homework)

Your own recipe

Write your own recipe below. If you're not sure about the exact ingredients or method you can be creative and invent them! Include the name of the recipe, the ingredients and the method.

APPENDIX 19.

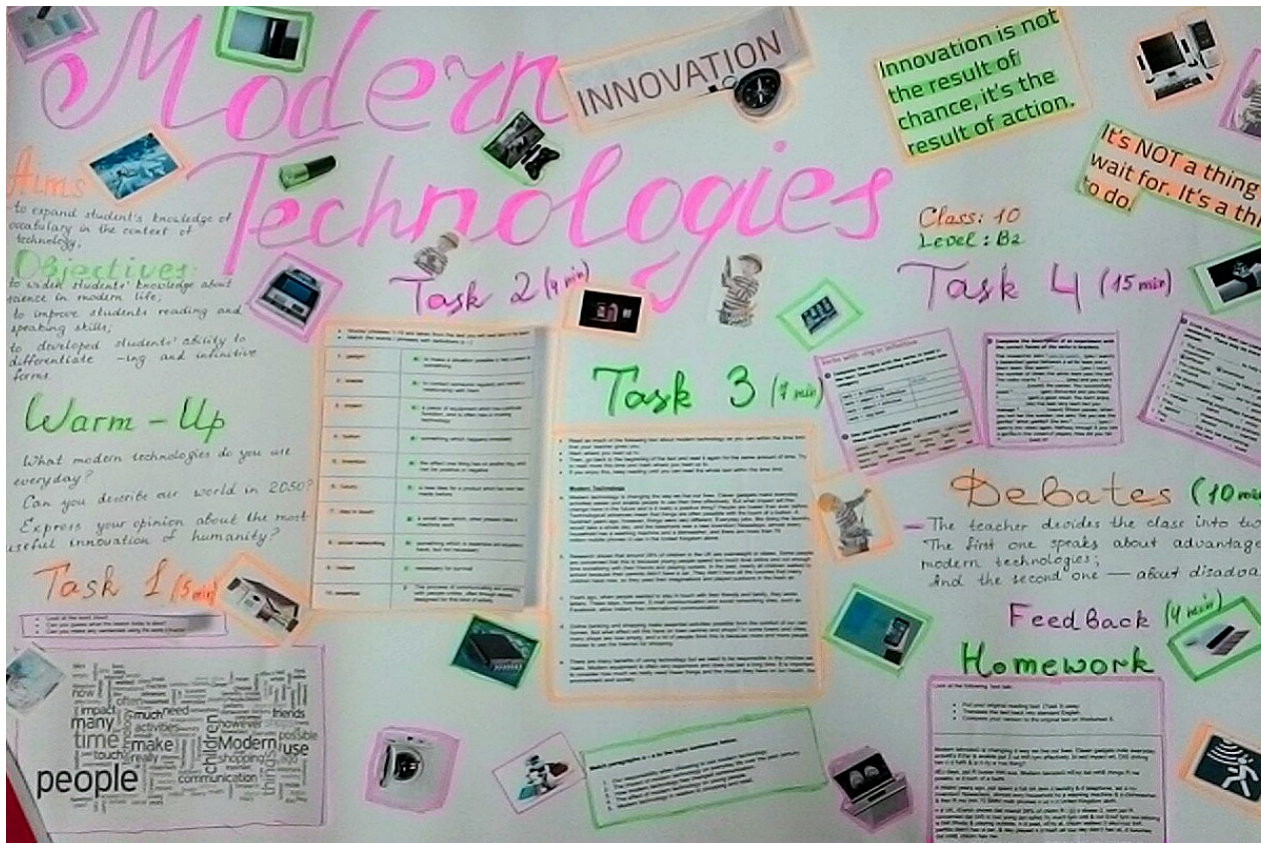
PROJECT 2. ANALYSING STUDENTS' PROJECTS ON LEARNING MATERIALS CREATION.

Task

Work in five small groups. Look at the photos of the students' projects on learning materials creation and analyze them:

- 1) Determine the topic, aims and objectives;
- 2) Analyze the activities and materials presented, taking into account the timing;
- 3) Name project strengths and weaknesses;
- 4) Think of the possible shift that can make the materials use more effective;
- 5) Determine the importance of references;
- 6) Choose the project you liked most. Give your reasons.

GROUP 3. Project prepared by group A-34 (2019).



Task 2

- Words/phrases 1-10 are taken from the text you will read later in the lesson
- Match the words / phrases with definitions a - j

1. gadget	a. to make a situation possible or help a person do something
2. enable	b. to contact someone regularly and maintain a relationship with them
3. impact	c. a piece of equipment which has a particular function, and is often new or involving technology
4. button	d. something which happens immediately
5. invention	e. the effect one thing has on another thing, which can be positive or negative
6. luxury	f. a new idea for a product which has never been made before
7. stay in touch	g. a small item which, when pressed makes a machine work
8. social networking	h. something which is expensive and enjoyable to have, but not necessary
9. instant	i. necessary for survival
10. essential	j. The process of communicating and connecting with people online, often through websites designed for this kind of activity

Task 3 (7 min)

- Read as much of the following text about modern technology as you can within the time limit that your teacher gives you.
- Mark where you read up to.
- Then, go back to the beginning of the text and read it again for the same amount of time. Try to read more this time and mark where you read up to.
- If you enjoy this, keep reading until you can read the whole text within the time limit.

Modern Technology

- Modern technology is changing the way we live our lives. Clever gadgets make everyday activities easier and enable people to use their time effectively. But what impact will this change have in the future and is it really a positive thing? People are busier than ever before. Technological advances mean that things are often possible with the touch of a button. A hundred years ago, however, things were very different. Everyday jobs, like doing the laundry, would take a whole day, and the telephone was a new invention! Nowadays, almost every household has a washing machine and a dishwasher, and there are more than 70 million mobile phones in use in the United Kingdom alone.
- Research shows that around 28% of children in the UK are overweight or obese. Some people are concerned that this is because young people spend too much time online and not enough time socialising with their friends and playing outside. In the past, nearly all children walked to school because their parents didn't have a car. They didn't have all the luxuries that many children have now, so they used their imaginations and played outdoors in the fresh air.
- Years ago, when people wanted to stay in touch with their friends and family, they wrote letters. These days, however, e-mail communication and social networking sites, such as Facebook, allow instant, free international communication.
- Online banking and shopping make essential activities possible from the comfort of our own homes. But what effect will this have on town centres and shops? In some towns and cities, many shops are now empty, and a lot of people think this is because more and more people choose to use the Internet for shopping.
- There are many benefits of using technology but we need to be responsible in the choices we make. Modern equipment is often very expensive and does not last a long time. It is important to consider how much we really need these things and the impact they have on our health, the environment and society.

Match paragraphs a - e to the topic sentences below.

1. Our responsibility when choosing to use modern technology.
2. The impact of modern technology on everyday life over the past century.
3. How modern technology has changed communication.
4. The effect of modern technology on young people.
5. Modern technology in relation to shopping and retail.

APPENDIX 20.

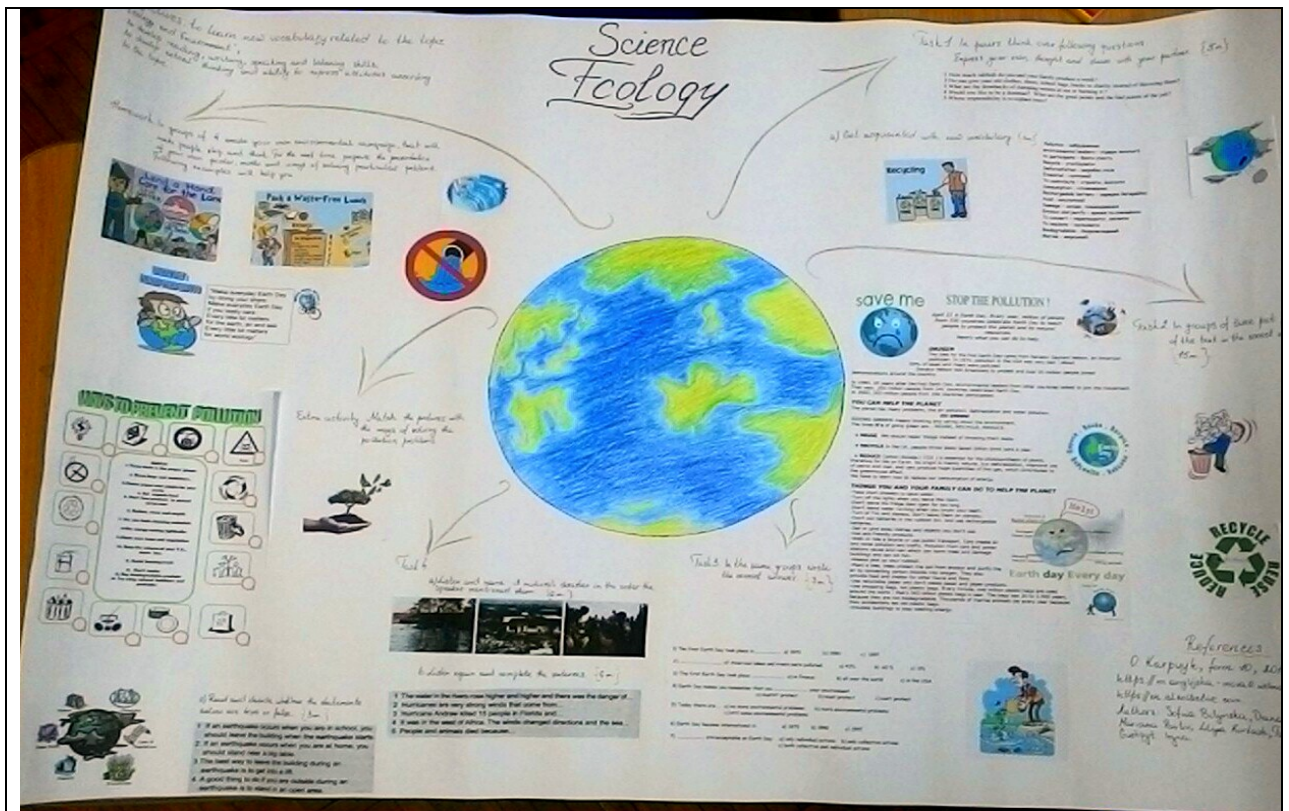
PROJECT 2. ANALYSING STUDENTS' PROJECTS ON LEARNING MATERIALS CREATION.

Task

Work in five small groups. Look at the photos of the students' projects on learning materials creation and analyze them:

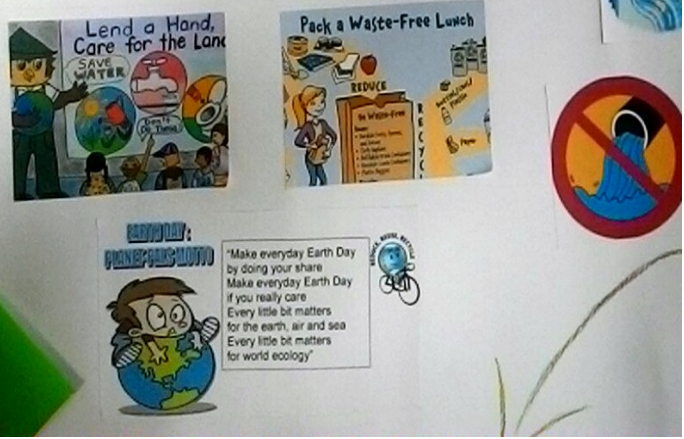
- 1) Determine the topic, aims and objectives;
- 2) Analyze the activities and materials presented, taking into account the timing;
- 3) Name project strengths and weaknesses;
- 4) Think of the possible shift that can make the materials use more effective;
- 5) Determine the importance of references;
- 6) Choose the project you liked most. Give your reasons.

GROUP 4. Project prepared by group A-34 (2019).



Objectives: to learn new vocabulary related to the topic 'Ecology and Environment';
 to develop reading, writing, speaking and listening skills,
 to develop critical thinking and ability to express attitudes according to the topic.

Homework: In groups of 4 create your own environmental campaign, that will make people stop and think. For the next time prepare the presentation of your own poster, motto and ways of solving particular problems. Following examples will help you.



Extra activity. Match the pictures with the ways of solving the pollution problems.



WAYS TO PREVENT POLLUTION

MATCH

1. Throw trash in the proper places.
2. Reuse bags and containers.
3. Choose paper over plastic for your party
4. Eat organic food
5. Don't buy products in aerosol spray cans
6. Reduce, reuse and recycle
7. Use non-toxic cleaning materials
8. Use energy-saving lightbulbs
9. Plant more trees and vegetation
10. Keep the volume of your T.V., music low.
11. Avoid burning trash
12. Don't smoke
13. Buy biodegradable products
14. Try using natural fertilizers and pesticides

Task 4.
 a) Listen and name 3 natural disaster in the order the speaker mentioned them. {6 m.}



b) Listen again and complete the sentences. {6 m.}

- 1 The water in the rivers rose higher and higher and there was the danger of...
- 2 Hurricanes are very strong winds that come from...
- 3 Hurricane Andrew killed 15 people in Florida and...
- 4 It was in the west of Africa. The winds changed directions and the sea...
- 5 People and animals died because...



c) Read and decide whether the statements below are true or false. { 3m. }

- 1 If an earthquake occurs when you are in school, you should leave the building when the earthquake starts.
- 2 If an earthquake occurs when you are at home, you should stand near a big table.
- 3 The best way to leave the building during an earthquake is to get into a lift.
- 4 A good thing to do if you are outside during an earthquake is to stand in an open area.

Task 3. In the same groups circle the correct answer. { 7m. }

buildings and can kill fish.
 -Always pick up your rubbish.
 -Plant a tree, trees protect the soil
 air by converting carbon dioxide into
 provide food and shelter for other f
 -Use recyclable paper and don't wa
 -Use shopping bags, not plastic bag
 around the world ; that's 500 billion
 because they are not biodegradable
 they accidentally eat old plastic bag
 -Insulate buildings to stop wasting

- 1) The first Earth Day took place in a) 1970 b) 1990 c) 1997
- 2) of American lakes and rivers were polluted. a) 43% b) 60% c) 0%
- 3) The first Earth Day took place a) in France b) all over the world c) in the USA
- 4) Earth Day makes you remember that you your environment
 a) mustn't protect b) must protect c) can't protect
- 5) Today there are..... a) no more environmental problems b) more environmental problems
 c) still some environmental problems
- 6) Earth Day became international in a) 1970 b) 1990 c) 1997
- 7) are acceptable on Earth Day. a) only individual actions b) only collective actions
 c) both collective and individual actions

POLLUTION!

Every year, millions of people celebrate Earth Day to teach the planet and its natural resources. If you can do to help.

Earth Day came from Senator Gaylord Nelson, an American politician in the USA who was very bad about pollution. He started Earth Day in 1970 and over 20 million people joined.

Many leaders from other countries asked to join the movement. They celebrated Earth Day, too.

Earth Day is about cleaning up the environment and water pollution. It's about protecting the environment. **REDUCE.** Don't throw away things you can reuse. Don't drink cans a year. It's about protecting the environment. But deforestation, intensive use of this gas, which contributes to global warming.

HOW TO HELP THE PLANET

Help!

Temperature & Nuclear attacks etc
 Damaged Ozone layer
 create air pollution
 Global warming
 Missing Natural resources
 Killing animals
 purify the air

Earth day Every day

per products. One million plastic bags are used every year. The bags last 20 to 1,000 years, marine animals die every year because they eat them.

Task 4. In groups of three put parts of the text in the correct order. { 5m. }

RECYCLE REUSE REPAIR

References:
 O. Karpuyk, form 10, 2010;
<https://m.anglijska-mova.a.webnode.com>
<https://or.islecollective.com>
 Authors: Sofia Bilynska, Diana Kostyuk, Mariana Pavliv, Liya Kurkash, Tanya Kostyuk, Gushpyt Iryna.

save me



STOP THE POLLUTION!

April 22 is Earth Day. Every year, million of people from 200 countries celebrate Earth Day to teach people to protect the planet and its natural resources.
Here's what you can do to help.



ORIGIN

The idea for the first Earth Day came from Senator Gaylord Nelson, an American politician. In 1970, pollution in the USA was very bad : about 60% of lakes and rivers were polluted. Senator Nelson told Americans to protest and over 20 million people joined demonstrations around the country.

In 1990, 20 years after the first Earth Day, environmental leaders from other countries asked to join the movement. That year, 200 million people from 141 countries celebrated Earth Day. In 2000, 500 million people from 184 countries participated.

YOU CAN HELP THE PLANET

The planet has many problems, like air pollution, deforestation and water pollution.

GO GREEN!

GOING GREEN means thinking and caring about the environment. The three R's of going green are : REUSE, RECYCLE, REDUCE.

+ REUSE We should repair things instead of throwing them away.

+ RECYCLE In the UK, people throw away seven billion drink cans a year.

+ REDUCE Carbon dioxide (CO2) is essential for the photosynthesis of plants, therefore for life on Earth. Its origin is mainly natural, but deforestation, intensive use of petrol and coal, and cars produce huge quantities of this gas, which contributes to the greenhouse effect. We have to learn how to reduce our consumption of energy.

THINGS YOU AND YOUR FAMILY CAN DO TO HELP THE PLANET

- Take short showers to save water.
- Turn off the lights when you leave the room.
- Don't leave the fridge door open for too long.
- Don't leave water running when you brush your teeth.
- Turn off TVs and stereos, don't leave them on standby.
- Don't put batteries in the rubbish bin. And use rechargeable batteries.
- Sell or give away clothes and objects you don't use.
- Use eco-friendly products.
- Walk or ride a bicycle or use public transport. Cars create air and noise pollution and traffic. Pollution from cars and power stations cause acid rain which can harm trees and damage buildings and can kill fish.
- Always pick up your rubbish.
- Plant a tree, trees protect the soil from erosion and purify the air by converting carbon dioxide into oxygen. They also provide food and shelter for other fauna and flora.
- Use recyclable paper and don't waste paper and paper products.
- Use shopping bags, not plastic bags. Every minute, one million plastic bags are used around the world : that's 500 billion plastic bags a year. The bags last 20 to 1,000 years, because they are not biodegradable. Thousands of marine animals die every year because they accidentally eat old plastic bags.
- Insulate buildings to stop wasting energy.



Earth day Every day



Task 1. In pairs think over following questions.

Express your own thought and share with your partner. {5m}

- 1 How much rubbish do you and your family produce a week?
- 2 Do you give your old clothes, shoes, books to charity instead of throwing them?
- 3 What are the drawbacks of dumping wastes at sea or burning it?
- 4 Would you like to be a dustman? What are the good points and the bad points of the job?
- 5 Whose responsibility is to replant trees?

a) Get acquainted with new vocabulary. {3m}



Pollution - забруднення
 environmental leaders - лідери екології
 to participate - брати участь
 Recycle - утилізувати
 Deforestation - вирубка лісів
 Essential - суттєвий
 To contribute - сприяти, вносити
 Consumption - споживання
 Rechargeable battery - зарядна батарейка
 Acid - кислотний
 Damage - шкода, пошкодження
 Erosion and purify - ерозія та очищення
 To convert - перетворити, змінити
 To insulate - ізолювати
 Biodegradable - біорозкладний
 Marine - морський



APPENDIX 21.

PROJECT 2. ANALYSING STUDENTS' PROJECTS ON LEARNING MATERIALS CREATION.

Task

Work in five small groups. Look at the photos of the students' projects on learning materials creation and analyze them:

- 1) Determine the topic, aims and objectives;
- 2) Analyze the activities and materials presented, taking into account the timing;
- 3) Name project strengths and weaknesses;
- 4) Think of the possible shift that can make the materials use more effective;
- 5) Determine the importance of references;
- 6) Choose the project you liked most. Give your reasons.

GROUP 4. Project prepared by group A-34 (2019).

Science

1 Introduction
The teacher shows the picture and asks pupils to guess the topic of the lesson

2 Vocabulary
The teacher presents new vocabulary on the blackboard

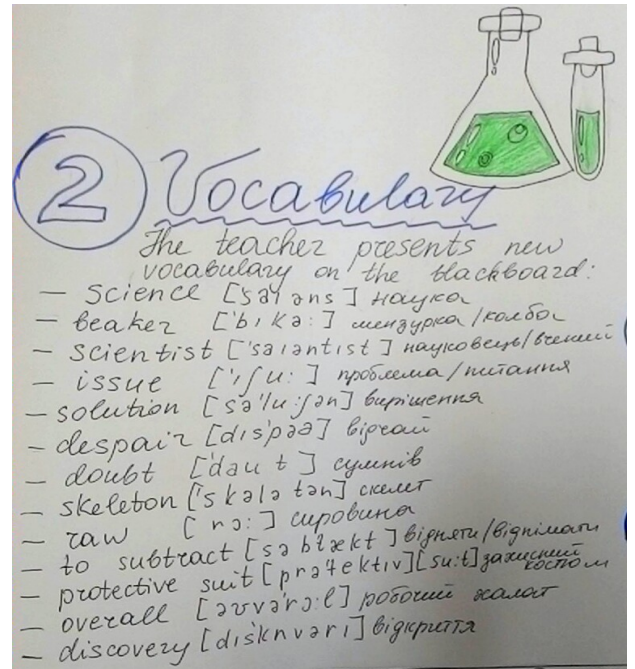
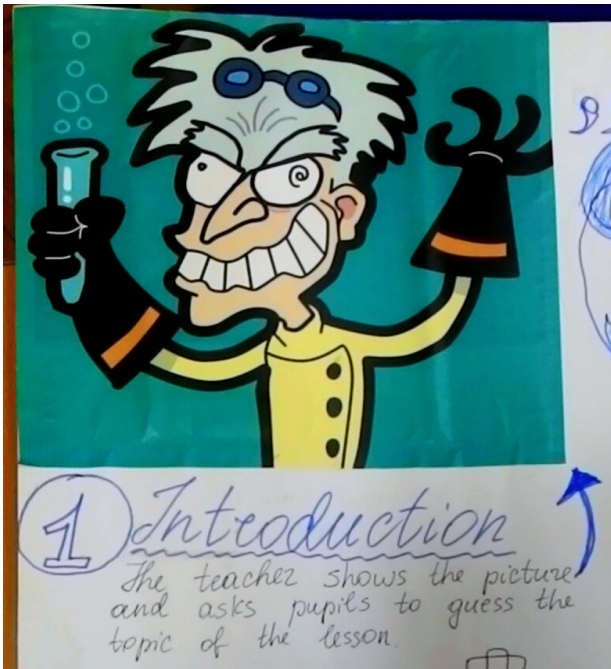
- Science [saɪəns] naʊən
- teacher [ti:tʃə] mi:stɪkəl
- Scientist [saɪəntɪst] naɪnz
- issue [ɪʃu] n
- solution [sə'lju:ʃən] naɪnz
- despair [dɪs'peɪə] naɪnz
- doubt [daʊt] naɪnz
- skeleton [skelə'tɒn] naɪnz
- raw [raʊ] naɪnz
- to subtract [sɪb'trækt] v
- protective sub[prɒ'tektɪv] a
- overall [əvə'ɔ:l] a
- discovery [dɪskəvəri] naɪnz

3 Reading

4 Discussion
Do you believe in ability of telekinesis?
If you could receive answer for one mystery question from spirit, what would be the question? (in a 'the ghosts real?')
Watching video "Is telekinesis real? Emma Bryce (Youtube)"

5 Homework
To write an essay "If I was a scientist, what problem I would solve? (not 2 issue)"

References:
<https://www.youtube.com/watch?v=jg7D-HrQ10Q>
<https://www.iscollective.com/resources/printables/worksheets-doc-docx/working-with-the-text-sir-isaac-newton/2221ve-voice-or/86650>



Activity 1 Vocabulary	despair, doubt, be forbidden, attentive, practical, skeleton, raw, to subtract, to drop, lower, to calm, quiet	5-10 min
Activity 2 Reading a text	text reading about Isaac Newton Pre-reading stage: A teacher tells that the students will read a text about Isaac Newton. She asks: - Who was Isaak Newton? etc While-reading: Working on text. After-reading: Vocabulary tasks, completing the sentences etc https://en.bkollective.com/resources/printables/worksheets_doc_docs/working_with_the_text_isaac_newton/passive_voice-or/81650	10-15 min
Activity 3 Video Discussion	Video watching "Is telekinesis real? - Emma Bryce" https://www.youtube.com/watch?v=kq9D_H9QbAA Discussion: Do you believe in telekinesis? If you could receive answer for one scientific question, what would it be?	10-15min
Follow up and homework	Feedback on the previous homework Learn words for dictation for the next time Ask them what are they interested in and give project on this topic	5 min
Lesson evaluation	Most active users of English in speech get better marks	

Author: Lilia Golovatska
 Vasylyna Bihun
 Angelina Pyatnytsya
 Tetiana Ikonova
 Vira Trehubova
 Svitlana Rudyk
 Iryna Kopach
 Diana Dorofei

Lesson plan

Group: 9A-1

Date: 22/03/19

Lesson: 1

Topic: Science

Objectives

1. By the end of the lesson learners will be able to speak on this topic
2. Learners will be introduced to verbs; to subtract, to climb, to drop, to calm etc
3. Learners will be acquainted with some new information on unusual topic

Materials

1. A4 paper, markers
2. Laptop (P)

Procedures	Time
Introduction (presenting the topic by the picture)	5 min

3 Reading

Reading activity.

Procedure:

Pre-reading stage: A teacher tells that the students will read a text about Isaac Newton. She asks:

- Who was Isaac Newton?
- What do you know about him?
- Were his inventions useful?

In such a way, the students express their mind. Then, the teacher presents some new vocabulary from the text.

4 Discussion

1. Do you believe in ability of telekinesis?
2. If you could receive answer for one mystery question from science, what would be the question? (For ex. 'Are ghosts real?')
3. Watching video "Is telekinesis real? Emma Bryce (Youtube)"

5 Homework

To write an essay "If I were a scientist, what problem I would solve?" (Just 1 issue)

While-reading stage :

Working with the text (Sir Isaac Newton)


1 Complete the text with the correct past tense form of the verbs in brackets (active or passive).

Sir Isaac Newton 1 _____ (be) often so deeply interested in difficult problems that he 2 _____ (become) quite absent-minded. One day a gentleman 3 _____ (come) to see him, but 4 _____ (tell) that Sir Isaac 5 _____ (be) busy in his study since that morning, and that nobody 6 _____ (allow) to disturb him.

As it was dinner time, the visitor 7 _____ (sit) down in the dining room to wait for the scientist. The servant 8 _____ (come) and 9 _____ (place) a boiled chicken under a cover on the table. The gentleman, feeling very hungry, 10 _____ (eat) the chicken, and covering up the skeleton, 11 _____ (ask) the servant to prepare another one for his master.

Before the second chicken was ready the scientist 12 _____ (enter) the room, apologizing for his delay. Then Sir Isaac 13 _____ (add) that as he 14 _____ (feel) rather tired and hungry, he 15 _____ (hope) that the visitor 16 _____ (excuse) him a little longer, and after dinner he 17 _____ (be) at the gentleman's service. With those words Newton 18 _____ (lift) the cover, without any emotion 19 _____ (turn) round to his visitor and 20 _____ (say) that what a strange set the scientists 21 _____ (be), as he himself quite 22 _____ (forget) that he 23 _____ (dine) already!

At this moment the servant 24 _____ (bring) in the other chicken. The visitor 25 _____ (explain) how matters 26 _____ (stand). After a hearty laugh, the hungry scientist 27 _____ (sit) down to dine.



After-reading stage:

II Complete the sentence in an appropriate way.
The text describes how _____
1 the visitor studied the skeleton of the chicken
2 Isaac Newton had dinner with his visitor.
3 the great physicist worked in his study.
4 Isaac Newton forgot if he had had dinner.


III Choose the sentence (1-4) which you think best fits the story.
1 He was busy in his study when a visitor came.
2 Newton was interested in the problem of cooking.
3 An absent-minded visitor came to see Newton.
4 The gentleman was allowed to disturb Newton when he was having dinner.

IV Choose the sentence (1-4) which doesn't fit the story.
1 The visitor waited for Newton in the dining room.
2 The servant put a boiled chicken on the table.
3 An hour later Newton did not appear.
4 The visitor ate the chicken and cooked another one.

V Choose the best heading to the text.
1 A Visit to Sir Isaac Newton.
2 An Absent-Minded Scientist.
3 A Hard Working Scientist.
4 A Pleasant Dinner.

VI Find antonyms of these words in the text.
1 attentive, practical _____
2 be forbidden, _____
3 to drop, lower _____
4 despair, doubt _____
5 to subtract, remove _____
6 raw (meat) _____
7 to calm, quiet _____

VII Find the similar words or expressions in the text and write them next to these words.
1 make or be slow or late _____
2 express regret for something _____
3 any strong feeling _____
4 a caller, guest _____
5 make something easier to understand _____
6 a thing that is put over something to hide it, protect it, or close it _____
7 a person working for others _____



The teacher presents new vocabulary on the blackboard:

- science [saɪəns] наука
- beaker [ˈbiːkəː] мензурка/кастрюля
- scientist [ˈsaɪəntɪst] учёный/исследователь
- issue [ˈɪʃuː] проблема/вопрос
- solution [səˈluːʃən] решение
- despair [dɪsˈpeɪə] отчаяние
- doubt [ˈdaʊt] сомнение
- skeleton [ˈskeləˌtɒn] скелет
- raw [rɔː] сырое
- to subtract [səˈbtrækt] вычитать/вычитать
- protective suit [prəˈtektɪv] защитный костюм
- overall [ˌɔːvəˈrɔːl] комбинезон
- discovery [dɪsknəˈvəri] открытие

4 Discussion
1. Do you believe in ability of telekinesis?
2. If you could receive answer for one mystery question from science, what would be the question? (Is or 'Are ghosts real?')
3. Watching video "Is telekinesis real? Emma Pryor (Youtube)"

5 Homework
To write an essay "If I were a scientist, what problem I would solve?" (not 1 issue)

* <https://www.youtube.com/watch?v=Jq9D-HkQhAA>
* <https://en.iscollective.com/resources/printables/worksheets-doc-docx/working-with-the-text-sir-isaac-newton/passive-voice-OR/84650>

References

1. AM: Проект Македон (Учитель року 2017). URL: <https://www.youtube.com/watch?v=e2EUu4JUtv4/> (Last accessed: 12.01.2020).
2. Архипова-Дубро В. *Цікава англійська граматики (Level 1)*. Харків: Юнісофт, 2018. 80 с.
3. Биркун Л. В. *Наша англійська: Підручник для 6 кл. загальноосвіт. навч. закл. (5-й рік навч.)*. К.: Освіта, 2006. 208 с.
4. Карп'юк О. Д. *Англійська мова: Підручник для 6-го класу загальноосвітніх навчальних закладів (6-й рік навчання)*. Тернопіль: "Видавництво Астон", 2014. 224 с.
5. Масловская Д. Аутентичные vs неаутентичные метериалы URL: <https://cutt.ly/BLq9ek9> (Last accessed: 10.01.2020).
6. Несвіт А. М. *Англійська мова (6-й рік навчання): підручник для 6 кл. загальноосвіт. навч. закл.* Київ: "Генеза". 2014. 224 с. URL: <https://cutt.ly/yLaUL2n> (Last accessed: 10.01.2020).
7. Пахомова Т.Г., Бондар Т.І. *Joy of English: Англійська мова (3-й рік навчання) підручник для 7 класу загальноосвітніх навчальних закладів*. Видавництво: Методика, 2008. 203 с.
8. Cunningsworth A. *Choosing Your Coursebook*. Thailand: Macmillan and Heineman, 2008. 154 p.
9. Daily Mirror. *Scientists create robotic arm which translates words into sign language to help deaf people communicate*. URL: <https://cutt.ly/cLaUBrZ> (Last accessed: 02.07.2022).
10. Evans V. *Successful Writing (Upper-Intermediate)*. Express Publishing, 2004. 135 p.
11. Falla T., Davies A P. *Solutions (Elementary): Student's Book (Third Edition)*. UK: Oxford University Press, 2018. 143 p.

12. Fletcher M., Munns R. *Timesaver: Visual Grammar (Elementary-Intermediate)*. UK: Scholastic (Mary Glassgo Magazines), 2004. 79 p.
13. *Gogo Loves English 1 (New Edition)* / K. Methold, S. Procter, M. Graham, M. McIntosh, P. FitzGerald. Pearson Education Asia Limited, 2011. 76 p.
14. Harmer J. “All together now? Why classes are mixed ability and what we can do about it?” URL: <https://cutt.ly/QLaUxxa> (Last accessed: 10.01.2020).
15. Harmer J. *How to Teach English (New edition)*. China: Pearson Education Limited, 2010. 288 p.
16. Harmer J. *The practice of English Language Teaching* (Third edition). Pearson Education ESL (Longman), 2001. 371 p.
17. Harris M., Mower D. *World Club 1. Students' Book*. Pearson Education Limited, 2002. 112 p.
18. Harris M., Mower D. *World Club 2: Activity Book*. Spain: Graficas Estella, 2004. 81 p.
19. Harris M., Mower D. *World Club 2: Students' Book*. China: Pearson Education Limited, 2000. 111 p.
20. Harris M., Mower D., Musiol M. *World Club 2: Teacher's Resource File*. Pearson Education Limited, 2000. 141 p.
21. Harris M., Mower D. *World Club 2: Activity Book*. Pearson Education Limited, 2000. 80 p.
22. IGI Global Disseminator of knowledge URL: <https://cutt.ly/PLaU7tZ> (Last accessed: 10.01.2020).
23. Karpiuk O. *English*. 2007. 206 c. URL: <https://cutt.ly/ALaIwau> (Last accessed: 10.01.2020).
24. Kuchkarova Y. Improve your lesson planning. NAMANGAN, 2018. P. 20-21. URL: <https://cutt.ly/pLwxNpX> (Last accessed: 10.01.2020).
25. Macmillan English: Learning resources from Macmillan Education. URL: <http://edituat.macmillanenglish.com/authors/jim-scrivener/> (Last accessed: 12.01.2020).

26. Mueller J. Authentic Task. URL: <https://cutt.ly/KLaIiSC> (Last accessed: 5.07.2022).
27. Scrivener J. Demand High Teaching. *The European Journal of Applied linguistics and TEFL*. P. 47–58. URL: <https://cutt.ly/XLaTyOR> (Last accessed: 12.01.2020).
28. Scrivener J. *Learning Teaching: A Guidebook for English Language Teachers*. Oxford: Macmillan, 2005. 431p.
29. Teaching English: British Council & BBC. URL: <https://www.teachingenglish.org.uk/article/skimming/> (Last accessed: 12.01.2020).

Навчально-методичне електронне видання

Diana SABADASH

**THE FUNDAMENTALS OF WORKING WITH
TEACHING/LEARNING MATERIALS THROUGH CLIL
METHODOLOGY APPROACH**
*manual for students of
higher educational institutions
(electronic edition)*

Головний редактор В.М. Головчак

Підп. до друку 27.12.2023. Формат 60x84/8.
Гарнітура “Times New Roman”. Ум. друк. арк. 31,5.

Видавець

Прикарпатський національний університет
імені Василя Стефаника
76018, м. Івано-Франківськ, вул. С. Бандери, 1,
тел. 75-13-08, e-mail: vdvcit@pnu.edu.ua

Свідоцтво суб'єкта видавничої справи ДК № 7616 від 26.05.2022

ISBN 978-966-640-552-7