



## TEACHER'S GUIDE

### TUPYCHIV

#### PREPARE TO READ

##### 1. Get students' attention

This can be done in native language or English.

- Bring in a few stems and leaves from local trees and plants, if possible, and ask students to try to identify them.
- Ask students if they can name some other plants native to your area. Help them translate any words they don't know in English.
- Show students the Number of Plant Species in the World map on page 6.
  - Tell students, "This map shows how many types of plants are in each region of the world. There are fewer plant types in the blue areas and more plant types in the yellow and red areas."
  - Ask, "Which areas of the world have the most plants?" "About how many plant species are in your country?" (Use the color bar on the left side of the page; the darkest blue is about 10; the darkest red is about 6500.)

##### 2. Connect to students' experiences

- Ask students, "Do you prefer the country or the city? Why?"
- Ask students, "What kinds of things can you find in a forest?"

##### 3. Guess

- Tell students, “We will read and listen to a story about a special town in Ukraine. What do you think makes the town special?”
- Write some of the students’ ideas on the board.
- Tell the students you will return to their ideas after they read the story to see if anyone is correct.

### 4. Vocabulary

- Divide students into pairs.
- Give each pair a copy of the vocabulary activity sheet on page 7.
- Tell students, “Read all the words. What do they have in common? Talk with your partner. Write down your guesses in the box.”
- After each pair has written down at least one idea, assign each pair to another pair (so now there are groups of 4 students).
- Have each group discuss what the words have in common. Let students use a dictionary to look up the meanings of words they don’t know.
- Once all the students in a group agree on what the words have in common, each group should share their ideas with the class. Write down one idea from each group on the board.
- Have the whole class vote on which idea they think is the best to describe the words. They should title the vocabulary activity sheet with that idea by writing it on the line at the top of the page. (All of the words have to do with nature. Students may think of ideas like nature, outdoors, plants.)
- Next, have students work in pairs or small groups to divide the words into three or four groups. Students can divide the words any way they want, but they must be able explain and justify why they grouped the words the way they did. Consider allowing students to use the home language for this activity. Groups may include things you can eat (berries, mushrooms), types of trees (fir, oak, pine, birch), things on a plant (leaves, blooms, berries, blossoms, bugs), places (sea, forest, woods), or any other groups students think of and explain.

## READ & LISTEN

### 1. Identify and react

- Tell students they will listen to the story two times.
  - The first time, they should listen for the vocabulary words. They don’t need to do anything except listen.
  - The second time, they should listen for the vocabulary words, but when they hear one of the words, they should stand up (or raise their hand or another motion).

## 2. Identify and mark

- Write these phrases on the board: *know about, learn about, look after, come out, turn into, come back with*
- Tell students they will read the story two times.
  - The first time, they should circle the phrases on the board.
  - The second time, they should underline the 3-5 words that come after the phrase. For example, know about the small and picturesque villages, learn about Tupyshiv, a small village, look after the forests

## RESPOND

### 1. Review Phrasal Verbs

- Review the phrases on the board: *know about, learn about, look after, come out, turn into, come back with*
- Ask students what the phrases have in common. There are several possible answers: they are two words, they are a verb, they have a preposition or another “small” word.
- Tell students, “These are phrasal verbs. Phrasal verbs are very common in English. The word that comes after the verb (called the particle) often changes the meaning of the verb.”
- Students should be familiar with the phrasal verbs *look after* and *come back* as these are A2 level verbs; they may also be familiar with *come out*, which is a B1 level verb.
- All of these phrasal verbs have an object (or something that received the action of the verb).
  - To review the objects, ask a student “What do few visitors know about?” The answer is the words they should have underlined: the small and picturesque villages.
  - Ask another student, “What will we learn about today?” Tupyshiv, a small village
  - Ask students about the remaining phrasal verbs and objects.

### 2. Guess (Revisit)

- Ask students, “What makes Tupyshiv special?” *The small village has no link to important historical events or possesses any major architecture. What it does have is nature.*
- In Prepare to Read Activity 3 - Guess, you asked students to think about what makes the town special, and you wrote some of the students’ ideas on the board.
- Look again at the ideas on the board. Did anyone have the idea about nature?
- Ask, “Did guessing help you focus differently on your reading? Even if your guesses are not correct, they will help you pay attention to the details of what you are reading or listening to. Try it with other things you read for your classes.”

### **3. Illustrate and Narrate**

- You can complete this activity as a whole class or individually (or both).
- Whole class:
  - Assign each student a paragraph from the essay (if you have a larger class, you may assign two students one paragraph).
  - Give each student a blank sheet of paper and crayons, markers or colored pencils. They should illustrate the paragraph they have been assigned.
  - After everyone is finished illustrating their paragraph, tape the pictures to the wall or board.
  - One at a time, have each student stand by their illustration and read aloud the paragraph they illustrated.
  - If you can have visitors in your class, take the visitors on a “walk” through the story, showing them each illustration as the paragraph is read aloud.
- Individually:
  - Students can choose their favorite part of the story to illustrate and share it with the class, reading aloud the part of the story they illustrated.

### **4. Discuss**

- Ask students, “Is Tupyshiv a place you would like to live? Why or why not?”
- Ask students, “If you lived in Tupyshiv, what would you do?”
- Divide students into groups of three or four.
- Cut out and put together enough dice from the activity sheet on page 8 to give one to each group. Or, give each group a copy of the activity sheet and supplies to make the die (scissors and glue or tape).
- Students should take turns rolling the die and answering the questions about the story.

## **EXPAND**

### **1. Write, Illustrate, and Narrate**

- Students should write their own short story about nature.
- The story can be true or fiction (not true).
- Students should use at least 5 of the nature vocabulary words and 2 phrasal verbs in their story.

- These are the 10 most common phrasal verbs in English (and their CEFR level): go on (B1), pick up (A2), come back (A2), come up (B2), go back (B1), find out (A2), come out (B1), go out (A1), point out (B2), grow up (A2)
- After students write the story, they should illustrate it.
- As each student finishes, tape their illustration to the wall or board.
- Have each student stand by their illustration and read their story aloud.

## **2. Class Nature Book**

- Research the plants, flowers, trees and other flora in your city, region, or country.
- Students may conduct their research in the home language.
- Assign each student (or students may work in pairs) a native plant in your region. You may also let students choose their plant.
- Give each student or pair a copy of the book page on page 9. On the left, they should describe their plant in English; on the right, they should illustrate their plant.
- Print out one copy of the Plants of \_\_\_\_\_ cover page on page 10
  - Write the name of your city, region, or country in the blank on the left.
  - Fill in details about your class in the blanks on the right.
  - You may add illustrations in the white spaces below the title and above the class details.
- When all students or pairs are finished, put the pages together, with the cover page on top. Staple, tape, or glue all the pages together. You now have a class book about plants of your area.

## Number of Plant Species in the World

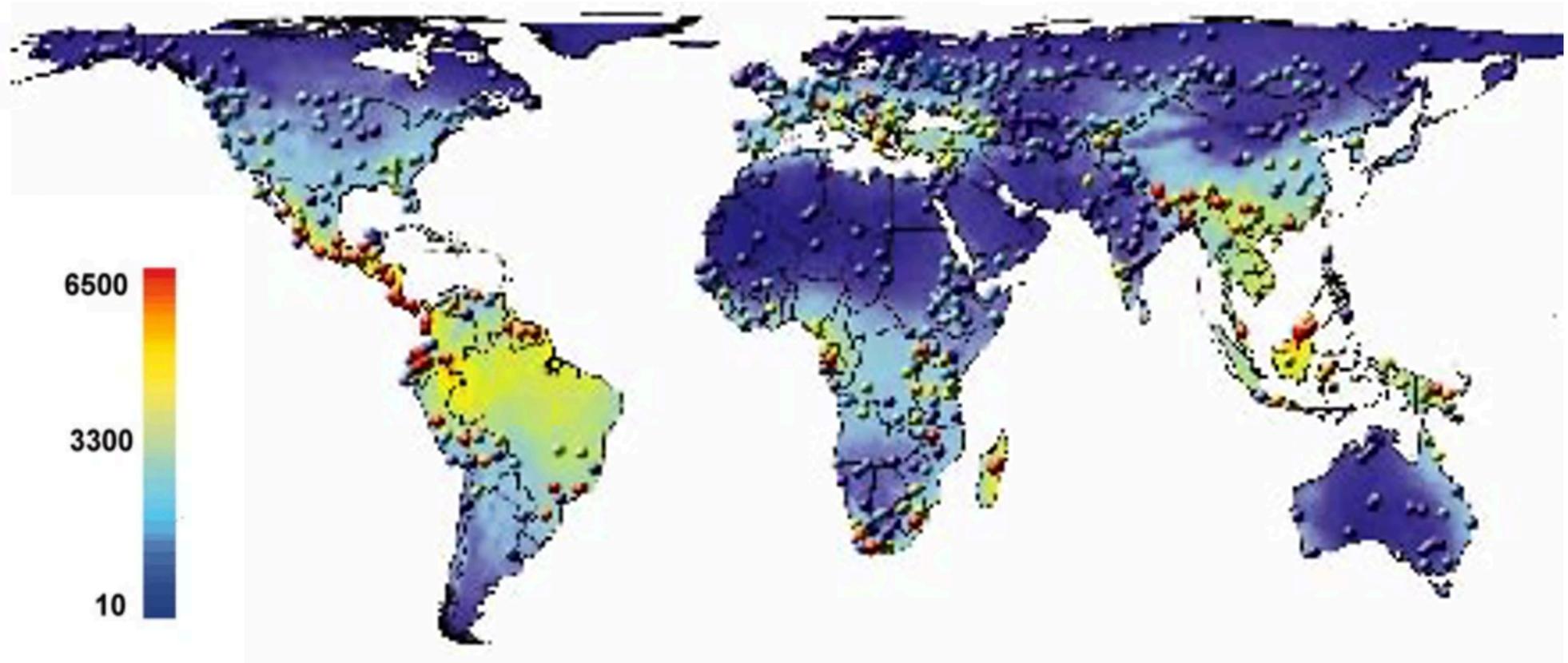


Photo Credit: PNAS

This map was published in 2007 in an article by Holger Kreft and Walter Jetz in the *Proceedings of the National Academy of Sciences* (PNAS) <https://doi.org/10.1073/pnas.0608361104>

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Vocabulary Activity Sheet

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berries	birch	bird	blackberries
bloom	blossom	bug	bush
ecosystem	fern	fir	forest
leaves	mushroom	nature	oak
pine	plants	raspberries	sea
strawberries	tree	woods	

What do the words have in common?

Divide the words above into three or four groups. Explain why each word belongs in its group.

Group 1: \_\_\_\_\_

Group 2: \_\_\_\_\_

Group 3: \_\_\_\_\_

Group 4: \_\_\_\_\_

