



Starlight 6

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Teacher's Book




ПРОСВЕЩЕНИЕ
ИЗДАТЕЛЬСТВО



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Introduction to the Teacher

Starlight 6 is a modular secondary-level course for learners studying British English at pre-intermediate level. It allows a flexibility of approach which makes it suitable for classes of all kinds, including large or mixed ability classes.

Starlight 6 consists of six modules. Each module consists of nine units plus Language Review, Revision and Skills Practice sections. The corresponding module in the Workbook provides the option of additional practice.

COURSE COMPONENTS

Student's Book & Workbook

The Student's Book is the main component of the course. Each module is based on a single theme and the topics covered are of general interest. All modules follow the same basic structure (see **Elements of the Coursebook**).

The Workbook is in full colour and contains units corresponding to those in the Student's Book containing practice on all four language skills. It also contains a Grammar Bank, Revision Practice for students to prepare for their tests and an Exam-Practice section. It can be used either in class or for homework upon completion of the relevant unit in the Student's Book.

Teacher's Book and Tests

The Teacher's Book contains Teacher's Notes which provide step-by-step lesson plans and suggestions about how to present the material. This book also includes a complete Key to the exercises in the Student's Book & Workbook and the audioscripts of the listening material.

Class Audio & Tests

The Class Audio contains all the recorded material which accompanies the course. This includes the dialogues and texts in the Listening and Reading sections, as well as model dialogues, Pronunciation/Intonation section, and the material for all listening tasks. The Tests, one per module, are available for teachers to use as a formal means of checking their Ss' progress. There is also a full key to the Tests, listening tasks & audioscripts.

Student's Audio

The S's Audio contains the main texts or model dialogues in the Reading sections of the Student's Book, Pronunciation/Intonation tasks as well as the Listening tasks of the Workbook for the purposes of homework and preparation.

ELEMENTS OF THE COURSEBOOK

Each module begins with a modular spread that contains: a brief overview of what will be covered in the module, pictures and words/phrases related to the theme of the module, and exercises to practice the vocabulary presented.

Each module contains the following sections:

Vocabulary

Pictures are employed to introduce Ss to the vocabulary of each module. Vocabulary is practised through various types of exercises. A particular feature of the book is the teaching of collocations, which helps Ss remember vocabulary items as parts of set expressions. (See *Student's Book Ex. 5, p. 21*)

Grammar

- The grammar items of each module are presented by means of clear and concise theory boxes.
- **Grammar exercises and activities** reinforce Ss' understanding of these items. There is also a Grammar Reference section at the back of the Student's Book that offers more details.

Listening tasks and Speaking practice

- Ss can develop their **listening skills** through a variety of tasks. These tasks employ the vocabulary and grammar practised in each module, in this way reinforcing understanding of the language taught in the module.
- **Controlled speaking activities** have been carefully designed to allow Ss guided practice before leading them to **freer speaking activities**.

Pronunciation/Intonation

Pronunciation activities help Ss recognise sounds and reproduce them correctly. Intonation activities help Ss improve their intonation patterns.

Everyday English

These sections provide practice in real-life communication. Standard expressions and language structures associated with realistic situations are extensively practised.

Study Skills

Brief tips, explanations, and reminders at various points throughout each module help Ss develop strategies which improve holistic learning skills and enable Ss to become autonomous learners of the English language.

Writing Bank

This section provides preparation of the writing task types as they are presented in the Student's Book. It contains theory, plans, full-length model compositions and useful language to help Ss produce successful pieces of writing.

Reading texts

These texts or situational dialogues practise specific reading skills such as skimming, scanning, intensive reading for specific purposes, understanding text structure, and so on. The texts are usually exploited in four stages:

- a warm-up activity to intrigue students
- top-down activities (scanning and reading for gist)
- bottom-up activities (reading for detailed understanding)
- oral reproduction (Ss outline the main points of the text)

Writing

The writing sections have been carefully designed to ensure that Ss systematically develop their writing skills.

- A model text is presented and thoroughly analysed, and guided practice of the language to be used is provided.
- The final task is based on the model text and follows the detailed plan provided.
- All writing activities are based on realistic types and styles of writing such as letters, emails, descriptions, postcards and reviews.

Culture Corner & Curricular sections

Each module contains a Culture Corner and a Curricular section.

- In each **Culture Corner**, Ss are provided with culture information and read about aspects of English-speaking countries that are thematically linked to the module. Ss are given the chance to process the information they have learnt and compare it to the culture of their own country.
- Each **Curricular** enables Ss to link the themes of the module to a subject from their school curriculum, thus helping them contextualise the language they have learnt by relating it to their own personal frame of reference. Lively and creative tasks stimulate Ss and allow them to consolidate the language they have learned throughout the module.

Skills sections

These sections offer students practice on all four language skills.

Russia

These sections contain culture information about aspects of Russia and are thematically linked to the module.

Module Language Review & Revision sections

These follow every module and reinforce Ss' understanding of the topics, vocabulary, and structures that have been presented. Games enable Ss to use the new language in an enjoyable way, using the format of a team competition, and promoting humanistic learning. The material has been designed to help Ss learn new language in the context of what they have already mastered, rather than in isolation. In the Revision sections, a grading scheme allows Ss to evaluate their progress and identify their weaknesses. The objectives of the module and the Ss' achievements are clearly stated at the end of each *Revision* section.

Grammar Reference section

This section offers full explanations and review of the grammar structures presented throughout the book. It can be used both in class and at home to reinforce the grammar being taught.

Vocabulary Bank

This section contains presentation and practice of vocabulary items related to the theme of the module.

American English – British English Guide

An **American English – British English Guide** outlines and highlights differences between the two main international varieties of English.

Irregular Verbs

This provides students with a quick reference list for verb forms they might be unsure of at times.

Word List

A complete **Word List** contains the new vocabulary presented in each unit, listed alphabetically, with a phonetic transcription of each word.

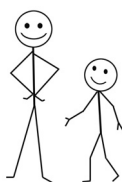
SUGGESTED TEACHING TECHNIQUES

A Presenting new vocabulary

Much of the new vocabulary in *Starlight 6* is presented through pictures. Ss are asked to **match the pictures to listed words/phrases**. (See *Student's Book, Module 1, p. 8, Ex. 1a.*)

Further techniques that you may use to introduce new vocabulary include:

- **Miming.** Mime the word you want to introduce. For instance, to present the verb **sing**, pretend you are singing and ask Ss to guess the meaning of the word.
- **Synonyms, opposites, paraphrasing, and giving definitions.** Examples:
 - present the word **strong** by giving a synonym: "powerful."
 - present the word **strong** by giving its opposite: "weak."
 - present the word **weekend** by paraphrasing it: "Saturday and Sunday."
 - present the word **famous** for by giving its definition: "very well-known (person or thing)."
- **Example.** Examples place vocabulary into context and consequently make understanding easier. For instance, introduce the words **city** and **town** by referring to a city and a town in the Ss' country: "Rome is a city, but Parma is a town."
- **Sketching.** Draw a simple sketch of the word or words you want to explain on the board. For instance:



- **Flashcards.** Flashcards made out of magazine or newspaper pictures, photographs, ready-made drawings, and any other visual material may also serve as vocabulary teaching tools.
- **Use of L1.** In a monolingual class, you may explain vocabulary in the Ss' native language. This method, though, should be employed in moderation.
- **Use of Dictionary.** In a multilingual class, Ss may occasionally refer to a bilingual dictionary.

The choice of technique depends on the type of word or expression. For example, you may find it easier to describe an action verb through miming than through a synonym or definition.

Note: *Check these words* sections can be treated as follows: Go through the list of words before Ss read the text and present the new words by giving examples, synonyms/opposites, or miming their meaning.

Alternatively, go through the list of words after Ss have read the text and ask Ss to explain the words using the context they appear in. Ss can give examples, mime/draw the meaning, or look up the meaning in their dictionaries.

B Choral and individual repetition

Repetition will ensure that Ss are thoroughly familiar with the sound and pronunciation of the lexical items and structures being taught and confident in their ability to reproduce them.

Always ask Ss to repeat chorally before you ask them to repeat individually. Repeating chorally will help Ss feel confident enough to then perform the task on their own.

C Listening and Reading

You may ask Ss to read and listen for a variety of purposes:

- **Listening and reading for gist.** Ask Ss to read or listen to get the gist of the dialogue or text being dealt with. (See *Student's Book*, Module 3, p. 44, Ex. 2a. Tell Ss that in order to complete this task successfully, they do not need to understand every single detail in the text that follows.)
- **Listening and reading for detail.** Ask Ss to read or listen for specific information. (See *Student's Book*, Module 3, p. 44, Ex. 2b. Ss will have to read or listen to the text on page 45 for a second time in order to do the task. They are looking for specific details in the text and not for general information.)

D Speaking

- Speaking activities are initially **controlled**, allowing for guided practice. (See *Student's Book*, Module 4, p. 72, Ex. 3b where Ss use the same structures to talk about holiday problems.)
- Ss are then led to **freer** speaking activities. (See *Student's Book*, Module 4, p. 72, Ex. 4 where Ss are invited to write first and then tell the class about a holiday they had, provided with the necessary lexical items and structures.)

E Writing

All writing tasks in *Starlight 6* have been carefully designed to closely guide Ss to produce a successful piece of writing.

- Always read the **model text** provided and deal with the tasks that follow in detail. Ss will then have acquired the necessary language to deal with the final writing task. (See *Student's Book*, Module 4, p. 73.)
- Make sure that Ss understand that they are writing for a **purpose**. Go through the writing task in detail so that Ss are fully aware of **why** they are writing and **who** they are writing to. (See *Student's Book*, Module 4, p. 73, Ex. 1/4. Ss are asked to write a letter about their holiday.)
- Make sure Ss follow the detailed **plan** they are provided with. (See *Student's Book*, Module 4, p. 73, Ex. 4.)

- It would be well-advised to actually complete the task orally in class before assigning it as written homework. Ss will then feel more confident with producing a complete piece of writing on their own.

F Projects

- When dealing with project work, it is necessary to prepare Ss well in class before they attempt the writing task at home.

G Assigning homework

When assigning writing tasks, prepare Ss as well as possible in advance. This will help them avoid errors and get maximum benefit from the task.

Commonly assigned tasks include:

Copy – Ss copy an assigned extract;

Dictation – Ss learn the spelling of particular words without memorising the text in which they appear;

Vocabulary – Ss memorise the meaning of words and phrases or use the new words in sentences of their own;

Reading Aloud – Assisted by the S's Audio Ss practise at home in preparation for reading aloud in class;

Project – After they have been prepared in class, Ss complete the writing task; and

Writing – After thorough preparation in class, Ss are asked to produce a complete piece of writing.

H Correcting students' work

All learners make errors – it is part of the learning process. The way you deal with errors depends on what the Ss are doing.

- **Oral accuracy work:**
Correct Ss on the spot, either by providing the correct answer and allowing them to repeat, or by indicating the error but allowing Ss to correct it. Alternatively, indicate the error and ask other Ss to provide the answer.
- **Oral fluency work:**
Allow Ss to finish the task without interrupting, but make a note of the errors made and correct them afterwards.
- **Written work:**
Do not over-correct; focus on errors that are directly relevant to the point of the exercise. When giving feedback, you may write the most common errors on the board and get the class to attempt to correct them.

Remember that rewarding work and praising Ss is of great importance. Post good written work on a display board in your classroom or school, or give "reward" stickers. Praise effort as well as success.

I Class organisation

- **Open pairs**
The class focuses its attention on two Ss doing the set task together. Use this technique when you want your Ss to offer an example of how a task is done. (See Ex. 4 on p. 18 of the Student's Book.)
- **Closed pairs**
Pairs of Ss work together on a task or activity while you move around offering assistance and suggestions. Explain the task clearly before beginning closed pairwork. (See Ex. 5 on p. 13 of the Student's Book.)
- **Stages of pairwork**
 - Put Ss in pairs.
 - Explain the task and set time limit.
 - Rehearse the task in open pairs.
 - In closed pairs, get Ss to do the task.
 - Go around the class and help Ss.
 - Open pairs report back to the class.
- **Group work**
Groups of three or more Ss work together on a task or activity. Class projects or role play are most easily done in groups. Again, give Ss a solid understanding of the task in advance.
- **Rolling questions**
Ss one after the other ask and answer questions assisted by prompts. (See Ex. 6b on p. 47 of the Student's Book.)

J Using the Student's Audio

Dialogues, texts and Pronunciation sections are recorded on the Student's Audio. Ss have the chance to listen to these recordings at home as many times as they want to improve their pronunciation and intonation.

- S listens to the recording and follows the lines.
- S listens to the recording with pauses after every sentence/exchange. S repeats as many times as needed, trying to imitate the speaker's pronunciation and intonation.
- S listens to the recording again. S reads aloud.
- All listening tasks in the Workbook are also included on the Student's Audio Course.

K Using L1 in class

Use L1 in moderation and only when necessary.

ABBREVIATIONS

Abbreviations used in the Student's Book and Teacher's

T	Teacher	p(p).	Page(s)
S(s)	Student(s)	e.g.	For example
HW	Homework	i.e.	That is
L1	Students' native language	etc.	Et cetera
Ex(s).	Exercise(s)	sb	Somebody
		sth	Something

Starter

Objectives

Lesson

Objectives: To practise *to be, have got, there is/there are*; to revise vocabulary for nationalities, jobs, appearance, rooms & furniture, daily routines, family members, the weather, places in a town; to practise telling the time and everyday English exchanges

Vocabulary: Nationalities (*American, English, Polish, Russian, Mexican, Slovakian, German, Spanish, Irish, Italian*); Jobs (*artist, actress, nurse, author, waiter, astronaut*); Appearance (*straight hair, wavy hair, curly hair, slim, moustache, arm, beard, chin, leg, feet, cheek, hand, chubby, well-built, thin, short, young, middle-aged, old, fair*); Rooms & furniture (*living room, bedroom, kitchen*); Daily routines (*get up, have breakfast, have lunch, have dinner, go to school, go to bed, do my homework, brush my teeth, play sport*); Family (*father, dad, son, husband, granddad, nephew, cousin, uncle, brother, mother, mum, daughter, wife, grandma, niece, aunt, sister*); The weather (*boiling hot, snowing, freezing cold, foggy, cloudy, sunny, windy, raining*); Places in a town (*theatre, café, museum, greengrocer's, baker's, post office, restaurant, hospital*)

1 a) **Aim** To practise nationalities

- Give Ss time to read the countries and write the correct nationality next to each one.
- Check Ss' answers around the class.

Answer Key

1 American	5 Mexican	9 Irish
2 English	6 Slovakian	10 Italian
3 Polish	7 German	
4 Russian	8 Spanish	

b) **Aim** To give personal information

Give Ss time to complete the sentences then ask various Ss around the class to read their sentences aloud.

Suggested Answer Key

I'm Nikolai Petrov. I'm from Russia. I'm Russian.

2 **Aim** To revise jobs

- Ask various Ss around the class to read the clues for the rest of the class to guess the job and write it in the crossword.
- Check Ss' answers and elicit the hidden job.

Answer Key

1 artist	3 nurse	5 waiter
2 actress	4 author	

Hidden word: astronaut

3 a) **Aim** To revise vocabulary for appearance

Read the list of words in each category aloud and elicit the odd words out from various Ss around the classroom.

Answer Key

1 slim	3 cheek	5 fair
2 arm	4 short	

b) **Aim** To practise vocabulary for appearance

Ask various Ss around the class to describe themselves.

Suggested Answer Key

I'm tall and slim with long brown hair and brown eyes.

4 a) **Aim** To brainstorm for vocabulary related to rooms and furniture

- Tell Ss to write the headings in their notebooks and ask them to write as many words as they can think of related to the vocabulary topic.
- Write the headings on the board and elicit answers from Ss around the class and write them under the headings on the board in the form of a spidergram. Ss may copy the spidergram into their notebooks.

Suggested Answer Key

Living room: sofa, carpet, armchair, coffee table, curtains, cushions, etc.

Bedroom: bed, wardrobe, bookcase, desk, chair, pillows, etc.

Kitchen: cooker, fridge, table, chairs, cupboards, sink, etc.

b) **Aim** To practise vocabulary for furniture

Tell Ss to look at the picture. Elicit sentences from Ss around the class saying what furniture is in the living room.

Suggested Answer Key

There is a sofa in the living room.

There is an armchair in the living room.

There is a rug on the floor.

There is a coffee table in the living room.

There is a vase with flowers on the coffee table.

There are three cushions in the living room, one in the armchair and two on the sofa.

There are two photographs and some souvenirs on the shelves.

There are two paintings on the walls.

There is a plant in the corner.

There are three candles on the coffee table.

5 a) **Aim** To match verbs to actions related to daily routines

Explain the task and give Ss time to complete it. Then check Ss' answers.

Answer Key

- | | | |
|--------|------|---------|
| 1 get | 3 go | 5 brush |
| 2 have | 4 do | 6 play |

b) **Aim** To talk about your daily routine

- Elicit a variety of answers from Ss around the class.
- Remind Ss to use the phrases in Ex. 5a.

Suggested Answer Key

On Mondays, I get up, I brush my teeth and I have breakfast. After breakfast, I go to school. I have lunch there. I come back home at about 3 o'clock. Then, I do my homework. After that, I play basketball in the back garden with my dad. I have dinner at 7:30. Later, I watch TV and I go to bed at around 11:30.

6 **Aim** To practise telling the time

- Give Ss time to write the times.
- Check Ss' answers.
- As an extension, ask Ss to write the times in another way.

Answer Key

- It's half past six./It's six thirty.*
- It's (a) quarter to eight./It's seven forty-five.*
- It's three o'clock.*
- It's nine o'clock.*
- It's twenty past four./It's four twenty.*
- It's ten to six./It's five fifty.*

7 a) **Aim** To revise vocabulary for family members

- Explain the task. Allow Ss time to complete it.
- Check Ss' answers.

Answer Key

- | | | |
|----------------|-----------|----------|
| 1 mother (mum) | 4 grandma | 7 aunt |
| 2 daughter | 5 niece | 8 sister |
| 3 wife | 6 cousin | |

b) **Aim** To present your family

Ask various Ss around the class to present their family to the class.

Suggested Answer Key

There are five people in my family. There is my mum, Sue, my dad, Bob, my older brother, Dan, and my sister, Jane.

8 a) **Aim** To revise weather vocabulary

- Direct Ss' attention to the pictures and elicit what type of weather each one shows.
- Check Ss' answers around the class.

Answer Key

- | | | |
|-----------------|----------|---------|
| 1 boiling hot | 4 foggy | 7 windy |
| 2 snowy | 5 cloudy | 8 rainy |
| 3 freezing cold | 6 sunny | |

b) **Aim** To talk about seasonal weather

Ask various Ss around the classroom to describe what the weather is like in different seasons in their country.

Suggested Answer Key

*In winter it is freezing cold and snowy.
In spring it is sunny.
In summer it is boiling hot.
In autumn it is cloudy, windy and rainy.*

9 **Aim** To revise vocabulary for places in a town

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

Answer Key

- | | | |
|-----------|-----------------|--------------|
| 1 theatre | 4 greengrocer's | 7 restaurant |
| 2 café | 5 baker's | 8 hospital |
| 3 museum | 6 post office | |

10 **Aim** To identify appropriate responses to everyday English expressions

- Explain the task.
- Allow Ss some time to complete it.
- Check Ss' answers.
- As an extension ask pairs of Ss to act out the exchanges.

Answer Key

- | | | | |
|-----|-----|-----|-----|
| 1 b | 3 a | 5 a | 7 b |
| 2 b | 4 a | 6 a | |

Home and away

Topic

In this module Ss will explore the topics of life in the city versus life in the country.

Modular page

7

Lesson objectives: Overview of the module

Vocabulary: Place related adjectives (*busy, quiet, exciting, boring, safe, dangerous, dirty, clean, ugly, beautiful, modern, historical, cheap, expensive*); Features and places (*place, streets, nightlife, beaches, parks, buildings, town, city, shops, hotels, restaurants*)

1a In the streets

8-9

Lesson objectives: To listen and read for gist, to read for specific information, to learn prepositions of movement, to describe a police chase, to write a description of a police chase

Vocabulary: Features of a town/city (*traffic lights, zebra crossing, bridge, tunnel, bus lane, level crossing, cycle lane, bus stop, pavement, road sign*); Verbs (*feature, focus on, draw, speed*); Phrasal Verb (*cut sb off*); Nouns (*documentary, reality show, video footage, police car, hand-held camera, road crime, catchy title, narrator, viewer, voice-over, suspect, pedestrian, U-turn, oncoming traffic*); Adjectives (*popular, real-life, injured, shocked*); Phrase (*channel hop*)

1b Hot spots

10-11

Lesson objectives: To listen and read for gist, to read for specific information, to compare the present simple and the present continuous

Vocabulary: Places (*bowling alley, games arcade, water park, shopping centre, sports centre, ice rink, gym, amusement park*); Phrasal Verbs (*check out, track down*); Nouns (*selection, trendy shop, food outlet, discount, fitness freak, entrance price, absolute beginner*); Phrase (*treat yourself to*); Preposition (*except*)

1c Culture Corner

12

Lesson objectives: To listen and read for gist, to read for specific information, to write about an interesting journey for tourists in your country

Vocabulary: Verb (*miss*); Nouns (*road trip, coast, cable car, sight, cliff, sandy beach, skyscraper, elephant seal, breeding season, fairytale mansion, zebra*); Adjectives (*impressive, steep, spectacular*)

1d Everyday English

13

Lesson objectives: Buying a ticket, to pronounce /s/, /ʃ/, /dʒ/, /tʃ/

Vocabulary: Modes of transport (*plane, coach, underground, ferry, train, bike, car, motorbike, taxi*); Sentences (*Can I help you?, I'd like two tickets to Greenwich Pier, please., Single or return?, That's £24, please., Here you are., Just a second., You're welcome., Have a good time.*)

1e Survival

14-15

Lesson objectives: To listen and read for gist, to read for specific information, to learn *can/be able to – can't – could – have to – don't have to – must – mustn't*, to write a list of survival tips for the jungle

Vocabulary: Dangers in the countryside (*get stuck in mud, get stung by bugs, meet dangerous animals, get caught in a flash flood, get a snake bite, get lost*); Verbs (*survive, escape, swallow, panic, fall (into), pull (in), crawl (out), shake, hide*); Phrasal Verb (*run away*); Phrases (*get into trouble, lie flat*); Nouns (*swamp, mosquito, scorpion, insect repellent, ground, cliff, bubble, reptile*); Adjectives (*poisonous, fatal*)

1f Places

16-17

Lesson objectives: To listen and read for gist, to read for specific information, to learn the comparative and superlative, to compare places, to write an email about your home

Vocabulary: Housing (*block of flats, cottage, bungalow, townhouse, semi-detached house, detached house, villa, penthouse*); Verbs (*imagine, own*); Nouns (*front garden, view, forest, skyscraper*); Phrase (*pretty sure*); Adjectives (*lucky, bright, messy, dark, comfortable, old-fashioned, modern, colourful*)

1g Skills

18

Lesson objectives: To listen for specific information, to make requests in the home

Vocabulary: Chores (*do the washing-up, mop the floor, dust the furniture, make the bed, take out the rubbish, Hoover the carpets, lay the table, iron the clothes*); Making requests (*Can/Could you please ...?, Do you mind ...?, Do you think you could ...?*); Replying (*Yes, of course., Yes, that's fine., Sure, no problem!, I'm afraid I can't., I'm sorry, but ..., I'd like to, but ...*)

1h Writing**19**

Lesson objectives: To read for specific information, to learn *should/shouldn't*, to write an informal email of advice

1i Curricular: Citizenship**20**

Lesson objectives: To listen for gist, to do a quiz, to make a speech

Vocabulary: Public services and facilities (*deposit/withdraw some money, take up a new hobby, borrow/return books, buy a stamp, take someone who is ill to the hospital, report a crime, check your car tyres, buy a train ticket, petrol station, train station, library, community centre, hospital, post office, bank, police station*); Verbs (*respect, volunteer, care (for)*); Nouns (*citizen, community, queue, public transport, public place*); Phrases (*obey laws, (be) involved in, wait (for) my turn, in need, report crimes*)

Language Review 1**21**

Lesson objectives: To test/consolidate vocabulary and knowledge attained throughout the module, to play a game, to do a quiz, to write a quiz

Skills 1**22-23**

Lesson objectives: To read for specific information, to make comparisons, to listen for specific information, to write a note

Russia 1**24**

Lesson objectives: To listen and read for gist, to read for specific information, to write a post card

Vocabulary: Verb (*perform*); Nouns (*leisure, culture, attraction, wax figure, ride, sleigh, trick, crowd, puppet*); Adjective (*cheering*)

►► What's in this module?

Read the title of the module *Home and away* and ask Ss to predict the content of the module (*the module is about features of towns/cities*). Go through the contents list and stimulate a discussion about what Ss will learn in the module.

Vocabulary**1 Aim To present adjectives used to describe places**

- Go through the list of phrases with Ss. Point out that the adjectives are presented in opposites and can be collocated with the nouns that follow them (e.g. *busy place*).
- Play the recording for Ss to hear the pronunciation of the words.
- Play the recording again with pauses for Ss to repeat individually or chorally.

2 Aim To practise new vocabulary

- Read the example aloud.
- Point out that Ss should use the vocabulary presented in Ex. 1 to describe the pictures 1-5.
- Give Ss time to think of sentences for each picture.
- Ask Ss to read out their sentences about each place.

Suggested Answer Key

- 1 *Mykonos is in Greece. I think Mykonos is a beautiful island/place. It has got quiet streets and beautiful buildings.*
- 2 *Acapulco is in Mexico. I think Acapulco is a modern city. It has got expensive hotels and exciting nightlife.*
- 3 *Montreal is in Canada. I think Montreal is a modern city. It has got crowded streets and expensive shops.*
- 4 *Edinburgh is in Scotland. I think Edinburgh is a historic city. It has got quiet streets and beautiful parks.*

OVER TO YOU!**Aim To practise talking about places**

- Ask various Ss to tell the class where they live and what their town/city has got (e.g. *clean streets, etc.*).
- Give Ss time to write down their answers. Check Ss' spelling.

Suggested Answer Key

I live in Rome, Italy. It has beautiful buildings and busy streets.

1a In the streets

Vocabulary

- 1 a) **Aim** To present vocabulary for features of a town or city

- Read the list of features and direct Ss' attention to the pictures on p. 8.
- Allow Ss time to complete the task in closed pairs.
- Play the recording for Ss to check their answers.
- Play the recording again with pauses for Ss to repeat individually or chorally.

Answer Key

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

- b) **Aim** To practise new vocabulary

Read out the example, then ask various Ss to tell the class what features are/are not in their local area.

Suggested Answer Key

In my local area there is a bridge, but there isn't a tunnel. There isn't a bus lane, but there is a level crossing. There isn't a cycle lane, but there are traffic lights. There is a bus stop, pavements and road signs.

Listening & Reading

- 2 **Aim** To introduce and predict the content of a text; to listen and read for gist

- Ask Ss to look at the title of the text and the pictures. Ask Ss to say what they think the text is about (*the police and road crime*).
- Play the recording. Ss listen and follow the text in their books.

Suggested Answer Key

The text is about a real-life TV series that shows videos of the police and how they catch criminals on the road.

- Explain/Elicit the meaning of words in the **Check these words** box.
- How to treat **Check these words** boxes. Ask Ss to find the words in the text and try to explain them in context giving a synonym, an antonym or an example. Make sure Ss identify what part of speech each word is (*e.g. noun, verb, etc.*). Ask Ss to have a vocabulary section in their notebooks and list all new words in alphabetical order together with a synonym or example sentence. Ss can look up any unknown words in their dictionaries.

Suggested Answer Key

popular (adj): liked by a lot of people

real-life (adj): not fictional

documentary (n): film/programme about a subject based on fact

reality show (n): TV show about real people/situations

feature (v): to show, to present

video footage (n): film taken by a video camera

police car (n): vehicle that police use

handheld camera (n): small video camera that you hold in your hand

focus on (v): to concentrate on, to deal with in depth

road crime (n): crime using a motor vehicle

catchy title (n): name that is easy to remember

narrator (n): person talking over a TV show/film

draw (v): to make sb interested in sth

viewer (n): sb who watches a TV programme

voice-over (n): words that are spoken by a narrator

suspect (n): person that the police think has committed a crime

pedestrian (n): person walking in a city/town

injured (adj): hurt

U-turn (n): the action of turning suddenly and moving in the opposite direction

oncoming traffic (n): line of cars etc that is coming towards sb

shocked (adj): surprised, stunned

speed (v): to drive fast

cut (sb) off (phr v): to stop sb from moving forward by placing yourself in their way

channel hop (v): to move from one channel on TV to another to find sth good to watch

- 3 **Aim** To read for specific information

Give Ss time to read the text again and complete the task, then check Ss' answers.

Answer Key

- 1 T (l. 1-2)
2 F (The video footage is from cameras in police cars, helicopters, and sometimes from handheld cameras, too.)
3 F (It shows road crime and bad driving.)
4 T (l. 13-15)
5 T (l. 20)
6 F (The police go over the level crossing to cut him off at the end of the tunnel.)

Grammar

- 4 a) **Aim** To present prepositions of movement

- Read through the prepositions of movement.
- Go through the sketches. Demonstrate with a book (or similar object) the prepositions of movement. (*e.g. Hold the book and swing it in an arch over the desk to demonstrate over. Push it across the desk to present across.*) With each movement, ask Ss which preposition you are demonstrating.

- Ask Ss to use the prepositions of movement to describe what's happening in each picture.

Suggested Answer Key

In picture 2 the suspect is going **past** the car.

In picture 3 the suspect is turning **into** the street.

In picture 4 the suspect is going **along** the bus lane/driving down the street.

In picture 5 the suspect is going **under** the bridge.

In picture 6 the suspect is going **along** the cycle lane and **towards** the tunnel.

In picture 7 the police car is going **over** the level crossing.

In picture 8 the suspect is coming **out of** the tunnel.

- **Extension:** Ask Ss to look at the pictures 1-8 and describe the event.

b) **Aim** To practise prepositions of movement

- Allow Ss time to do the task.
- Play the recording for Ss to check their answers.

Answer Key

1 along	4 through	7 up
2 towards	5 into	8 down
3 past	6 across	9 over

Speaking & Writing

5 **Aim** To practise new vocabulary

- Explain the task to Ss and ask them to draw a scene with a speeding car and use the new vocabulary to describe what is happening.
- Allow Ss time to write a few sentences. Ask various Ss to read out what they have written.

Suggested Answer Key

There he is! He's going along the cycle lane. Now he's driving on the pavement. The police are close behind, but the suspect is going through the traffic lights and they're red. That's very dangerous. Now the suspect is going along on the bus lane. Oh no! There's a bus coming the other way. The suspect stops. The police are right behind him! They got him!

1b Hot spots

Vocabulary

1 a) **Aim** To present vocabulary for places

- Direct Ss' attention to the pictures.
- Play the recording. Ss listen and repeat chorally or individually.

b) **Aim** To present and practise new vocabulary for places and free-time activities

- Go through the list of activities, then read out the example.

- Ss make sentences in pairs.
- Ask various Ss around the class to read out their sentences.

Answer Key

You can play sports at a sports centre.

You can exercise at a gym.

You can shop in a shopping centre.

You can skate at an ice rink.

You can go on rides at an amusement park.

You can go bowling in a bowling alley.

You can play video games at a games arcade.

c) **Aim** To personalise the topic

Elicit sentences from Ss around the class about which places there are in their area and which ones they go to in their free time.

Suggested Answer Key

There is a bowling alley, a shopping centre and a sports centre in my area. In my free time, I go to the shopping centre.

Reading

2 a) **Aim** To listen for gist

- Play the recording. Ss listen and match the adverts to the places in the pictures in Ex. 1a.
- Check Ss' answers.

Answer Key

A shopping centre	D amusement park
B games arcade	E sports centre
C gym	

- Explain/Elicit the meaning of words in the **Check these words box**.

Suggested Answer Key

selection (n): choice

trendy shop (n): modern shop

food outlet (n): shop that sells food

treat yourself to sth (phr): to do sth special for yourself

check out (phr v): to find out information

track down (phr v): to find

discount (n): reduction in price

fitness freak (n): person who loves exercising

entrance price (n): money one pays to enter a place

absolute beginner (n): complete beginner

except (prep): but, apart from

b) **Aim** To read for specific information

- Explain the task and give Ss time to read the adverts again.
- Ss match each statement to the adverts.
- Check Ss' answers.

Answer Key

- 1 D 3 D 5 E 7 B
2 A 4 C 6 C 8 B

c) **Aim** To personalise the topic

Elicit which Ss would like to visit which places with a show of hands and elicit Ss' reasons for their choices.

Suggested Answer Key

I'd like to go to the games arcade because I like playing video games. Also I can save some money as they offer discounts for students.

Aim To make comparisons with places in your country

- Explain the task and give Ss time to prepare their answers.
- Ask various Ss around the class to share their answers with the rest of the class.

Suggested Answer Key

The Teanlowe Shopping Centre seems like the shopping centre in my city. It has got lots of shops and food outlets, too.

The Thornton Centre seems similar to the gym in my town. It has got a free weights room and lots of facilities. It also offers a range of classes.

Derby Park amusement park seems similar to a park in my country. It is also open seven days a week and at night.

Grammar

3 a) **Aim** To compare the present simple and the present continuous

- Go through the table and explain the uses of the present simple (*habits and routines*) and the present continuous (*actions happening now or around the time of speaking*).
- Point out that stative verbs do not have continuous forms.

Answer Key

Refer Ss to the Grammar Reference Section.

b) **Aim** To identify the present simple, the present continuous and stative verbs

Refer Ss back to the text on p. 10 and elicit examples from the adverts from various Ss around the class.

Answer Key

Present simple: loves, Do you feel like, offer, cater (to), has, stay, Do you fancy, Do you want

Present continuous: What are you waiting for?

Stative verbs: loves, feel (like), fancy, has, want

4 **Aim** To practise the present simple third-person singular

- Ask Ss to copy the table into their notebooks, then give Ss time to complete it with the third-person singular of the verbs in the list.
- Play the recording to check Ss' answers.
- Play the recording again with pauses for Ss to listen and repeat chorally or individually. Check Ss' intonation and pronunciation.

Answer Key

/s/	looks, starts, talks, walks, wakes up
/z/	drives, goes, has, listens, studies
/ɪz/	catches, watches

5 **Aim** To practise the spelling rules for the present continuous

- Explain the task and elicit the correct spelling of the -ing forms from various Ss around the class.
- Elicit the spelling rules and write them on the board. Ss copy the rules into their notebooks.

Answer Key

- 1 making 3 travelling 5 swimming
2 working 4 playing 6 coming

Verbs ending in -e, drop the -e and take -ing. Verbs ending in -ie, drop the -ie, add -y + -ing. Verbs ending in a stressed vowel between two consonants, double the last consonant and add -ing. Verbs ending in -l, double the -l and add -ing.

6 **Aim** To practise the present simple and the present continuous

- Explain the task and give Ss time to complete it.
- Check Ss' answers and elicit which verbs are stative.

Answer Key

- 1 Do you walk, am not going, is raining
2 Is Boris doing, is watching
3 Do your parents work, visit, have
4 looks, Do you know, isn't sleeping
5 am waiting, Do you know, is studying
6 Do you want, am looking after

Stative verbs: have, look, know, want

7 **Aim** To revise time words/expressions used with the present simple and the present continuous

- Go through the time words/expressions in the list.
- Elicit which time words/expressions go with the present simple or the present continuous.
- Elicit which words are adverbs of frequency.

- Give Ss time to write sentences using the words and then ask various Ss around the class to read out the sentences.

Answer Key

Present simple: usually, never, sometimes, often, always, once a week

Present continuous: now, this morning, these days, at the moment, this week

Adverbs of frequency: usually, never, sometimes, often, always

Suggested Answer Key

I never go to the gym on Tuesdays.

I am sitting at my desk now.

I am having lessons this morning.

I sometimes go to the ice rink at the weekend.

I often go to the water park in the summer.

I always get up early.

I am studying hard these days.

1c Culture Corner

- 1 **Aim** To introduce the topic and predict the content of a text

- Direct Ss' attention to the map and the pictures. Ask Ss if they know where they are from.
- Ask Ss what someone can see along Pacific Coast Highway 1 and direct Ss' attention to the names on the map.
- Play the recording. Ss listen and read and check.

Suggested Answer Key

Someone can see San Francisco, Big Sur, Piedras Blancas and Hearst Castle along Pacific Coast Highway 1.

- Explain/Elicit the meaning of words in the **Check these words** box.

Suggested Answer Key

road trip (n): journey/holiday by car

impressive (adj): exciting, amazing

coast (n): area where the sea meets the land

steep (adj): rising at a sharp angle

cable car (n): means of transport like a tram

miss (v): to lose the opportunity to see or do sth

sight (n): interesting place that tourists often visit

spectacular (adj): stunning and attractive

cliff (n): a high face of rock at the coast

sandy beach (n): attractive area at the seaside with lots of sand

skyscraper (n): very tall building in a city

elephant seal (n): large sea-mammal

breeding season (n): time of the year when animals mate

fairytale mansion (n): large building like sth out of a fairy story

zebra (n): horse-like animal with black and white stripes

- 2 **Aim** To read for specific information

Allow Ss time to read the text again and complete the task, then check Ss' answers. Ask Ss to justify their answers.

Answer Key

1 F 2 F 3 T 4 T 5 DS

- 3 **Aim** To consolidate new vocabulary

- Explain the task and allow Ss time to complete the phrases. Check Ss' answers and ask Ss to write sentences about the places in the text using these phrases.
- Tell Ss not to copy sentences directly from the texts. Encourage them to rephrase the information as much as possible.
- Ask various Ss to read their sentences aloud.

Answer Key

1 steep 3 spectacular 5 breeding
2 cable 4 sandy 6 fairytale

Suggested Answer Key

*Filbert Street is one of the **steepest streets** in San Francisco.*

*The **cable cars** are a great way to see San Francisco.*

*We must explore the **spectacular cliffs** along the Big Sur coastline.*

*You can find **sandy beaches** along the bay.*

*Visitors come to see the seals during the winter **breeding season**.*

*Hearst Castle is a **fairytale mansion** located on the coast of California.*

- 4 **Aim** To personalise the topic and practise new vocabulary

- Ask Ss to look at the map and the information in the text and decide which place they think is the most interesting. Ask Ss to think of reasons why their chosen place is interesting. Encourage Ss to use words from the **Check these words** box.
- Ss discuss in pairs. Go round the classroom and check.
- Select various pairs to tell the class what they think.

Suggested Answer Key

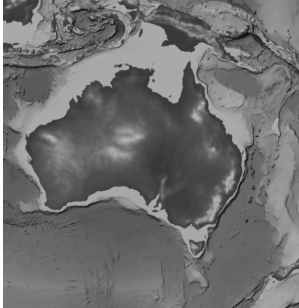
I think the most interesting sight along Highway 1 is Hearst Castle. It is an impressive fairytale mansion with lots to see including beautiful gardens and zebras.

Writing

- 5 **Aim** To personalise the topic of the text in relation to a place in the Ss' country

- Explain the task.

- Remind Ss to think about an interesting journey through their country, the places you can visit and what is special about each place.
- Allow Ss time to complete the task.
- Ask various Ss to hold up their map and read their sentences aloud.

Suggested Answer Key**Great Ocean Road**

Tourists in Victoria, Australia, can go on a road trip to experience this impressive area. The Great Ocean Road, Australia's most famous scenic road, stretches from Warrnambool to Torquay along the south-eastern coast. In Warrnambool, you can visit the Flagstaff Hill

Maritime Village and find out about the history of this sea-going area. On the drive east, you can stop off to admire the wonder of nature at the world famous 12 Apostles. These rock stacks rise up to 45 metres out of the Southern Ocean. You can also explore the ancient rainforests and woodlands of Great Otway National Park. End the journey at Victoria's surfing capital, Torquay, home to the world famous Bells Beach.

1d

Everyday English

1 a) **Aim** To present vocabulary for transport

- Play the recording.
- Ask Ss to look at the pictures and say the corresponding words aloud. Correct any mispronunciation.
- Write the following headings on the board: *the cheapest, the most expensive, the slowest, the fastest, the most comfortable and the safest.*
- Ask Ss which modes of transportation go under which heading. Have a vote and see how many Ss think that a train is the fastest means of transport, for example.

Suggested Answer Key

*I think that a bike is the cheapest means of transport.
I think that a plane is the most expensive means of transport.*

*I think that a bike is the slowest means of transport.
I think that a plane is the fastest means of transport.
I think that a car is the most comfortable means of transport.*

I think that a train is the safest means of transport. etc

b) **Aim** To personalise the topic

- Draw Ss' attention to the Note.
- Elicit answers from various Ss around the class as to how they prefer to travel.

Suggested Answer Key

I prefer to travel by plane because it is fast and comfortable.

2 a) **Aim** To present situational language

- Draw Ss' attention to the phrases.
- Play the recording with pauses for Ss to repeat individually or chorally.

b) **Aim** To read for specific information

- Play the recording and ask Ss to follow the dialogue in their books.
- Ask Ss the questions 1-3 and elicit answers from the class.

Answer Key

1 *They want to go to Greenwich Pier.*

2 *The tickets cost £35.50.*

3 *The next boat is in 15 minutes.*

3 **Aim** To present synonymous phrases

- Ask Ss to read the dialogue again and suggest which sentences match those in the dialogue.
- Explain that there are often two or more ways of saying the same thing.

Answer Key

Here's the money. – Here you are.

Enjoy yourselves. – Have a good time.

What would you like? – Can I help you?

Please wait. – Just a second.

Pronunciation

4 **Aim** To pronounce /s/, /ʃ/, /dʒ/, /tʃ/.

- Ss copy the table in their notebook.
- Draw Ss' attention to the box in Ex. 4.
- Play the recording with pauses so Ss have time to complete the boxes.
- Play the recording again with pauses so Ss can repeat each word.

Suggested Answer Key

	/s/	/ʃ/		/dʒ/	/tʃ/
short		✓	jump	✓	
single	✓		cheap		✓
city	✓		large	✓	
shop		✓	check		✓

Speaking

5 **Aim** To act out a dialogue

- Explain the situation and divide the class into pairs.
- Ss take roles and act out their dialogues using the plan given and some of the sentences in Ex. 2a.
- Monitor the activity around the classroom. Ask some pairs to act out their dialogues in front of the class.

Suggested Answer Key

A: Can I help you?

B: I'd like a ticket to the Isle of Man, please.

A: Single or return?

B: Return, please.

A: What time would you like to leave?

B: On the next ferry.

A: OK. That's £24, please.

B: Here you are.

A: Thank you. Here is your ticket. Have a nice day.

B: Thanks, you too.

1e Survival

Vocabulary

1 **Aim** To present new vocabulary for dangers in the countryside

- Direct Ss' attention to the phrases and pictures.
- Play the recording for Ss to listen and repeat.
- Elicit the L1 equivalents.

(Ss' own answers)

Reading & Speaking

2 a) **Aim** To introduce the topic and predict the content of a text

- Direct Ss' attention to the title and subheadings of the text. Ask Ss what they think some of the dangers of the Everglades are and how a visitor can be safe and avoid danger.
- Elicit answers from Ss and make two lists on the board: Dangers and Staying safe. Write Ss' answers under each heading.
- Play the recording and ask Ss to follow the text in their books.
- Refer Ss back to the list on the board and elicit points from the text to add to the lists on the board. Check how many of the Ss' ideas were mentioned in the text.

Answer Key

Dangers

- mud bogs can swallow a car or person
- mosquitoes, scorpions, poisonous spiders and snakes
- flash floods
- alligators

Staying safe

- pull each leg out slowly, lie flat and crawl out carefully
- look where you walk, wear long trousers, boots and insect repellent
- climb up a cliff or tree at the highest point
- run away very fast

- Explain/Elicit the meaning of words in the **Check these words** box.

Suggested Answer Key

survive (v): to manage not to die

swamp (n): large area of wet ground

escape (v): to get away

get into trouble (phr): to find yourself in difficulties

swallow (v): to absorb as if to eat

fall (into) (v): to move down and into sth by accident

panic (v): to feel anxious or afraid

pull (in) (v): to use force to make sth move towards you

lie flat (phr): to be in a horizontal position against sth

crawl (out) (v): to move slowly out on hands and knees

mosquito (n): small flying insect that bites

scorpion (n): crawling insect with a tail that stings

poisonous (adj): having sth that can make a person very ill

fatal (adj): capable of causing death

insect repellent (n): chemical to protect against insects

ground (n): surface of the Earth

shake (v): to move repeatedly from side to side and/or up and down

cliff (n): large rock with a very steep side

hide (v): to stay somewhere where you cannot be seen or found

bubble (n): small ball of air in water

reptile (n): cold-blooded animal, such as a snake, a crocodile etc

run away (phr v): to move away from sth quickly

BACKGROUND INFORMATION

The Everglades is an area of wetlands in the southern portion of the US state of Florida. The Everglades, or the 10,000 Islands, as it is known, is a great place to visit. The Everglades is a massive ecosystem with over 600 species of birds and animals and thousands of plant varieties and is home to several of the world's endangered species. The Everglades experiences frequent flooding in the wet season and drought in the dry season.

b) **Aim** To read for specific information

- Direct Ss' attention to the unfinished sentences. Ask Ss to read the text again trying to locate what completes each sentence.
- Allow time for Ss to complete the task in pairs. Check Ss' answers as a class.

Answer Key

- 1 largest and most beautiful national parks.
- 2 must pull each leg out slowly, then lie flat and crawl out carefully.
- 3 very dangerous and sometimes fatal.
- 4 look where you walk, wear long trousers, strong boots and lots of insect repellent.
- 5 96 kmph.
- 6 climb up a cliff or a tree/get to the highest place you can.
- 7 move.
- 8 turn quickly.

c) **Aim** To read for detailed comprehension (matching)

- Explain the task and ask Ss to read the headings. Elicit any unknown words and explain their meanings.
- Give Ss time to read the text again and complete the task.
- Check Ss' answers. Ask Ss to justify their answers.

Answer Key

A 4 B 2 C - D 3 E 1

3 a) **Aim** To introduce new vocabulary

- Read out the **Study Skills** box.
- Ask Ss to look at the highlighted words in the text. Ask if any of the Ss are familiar with the words and if they can explain them.
- Ask Ss to try to explain each of the words by looking at the words around it.
- Ask Ss also to say what part of speech each word is i.e. verb, adjective, etc.

Suggested Answer Key

escape (v): to get away

survive (v): to not die

fall (into) (v): to move down and into by accident

crawl (v): to move slowly, close to the ground

fatal (adj): capable of causing death

noise (n): a sound

run away (phr v): to escape, to move away

b) **Aim** To practise new vocabulary

- Explain the task and allow time for Ss to complete it.
- Elicit answers for each sentence from various Ss and check the answers on the board.

Answer Key

- 1 escape 3 shaking 5 swallow
- 2 poisonous, fatal 4 reptiles

4 **Aim** To personalise the topic of the text

- Ask Ss to close their eyes and play the recording. Tell them to imagine they are lost in the Everglades. Ask them how they feel, what they can see and what is happening.
- Stop the recording and ask Ss to write a few lines about being lost in the Everglades. Encourage Ss to talk about what is happening, how they feel and what they can see and hear. Encourage Ss to use words from the **Check these words** box.

Suggested Answer Key

I can't believe I'm lost, and it's getting late. I must try to find my friends. There are swamps all around me. I have to be careful not to fall into a mud bog. I will never escape if I do! I can see lots of trees and plants. What's that strange noise? Ahh, a snake! I hope it doesn't bite me! The snakes here in the Everglades are poisonous. I feel really scared here on my own. I can hear the mosquitoes. Hopefully they won't bite me and my friends will find me soon!

Grammar

5 **Aim** To present modals

- Go through the table with Ss. Draw Ss' attention to what each modal means. Elicit/Explain that modals are the same in all persons and aren't followed by "to-infinitive".
- Explain the task. Explain that the synonymous phrases in the theory table will help them do the task. Read item 1. Focus Ss' attention on "It's forbidden" and what modal is used in the new sentence (*can't/mustn't*). Allow time for Ss to complete the task.
- Check Ss' answers inviting individual Ss to read out their sentences.

Answer Key

- 2 Can/Could I use your insect repellent?
- 3 You can see alligators there.
- 4 We can put up our tent here.
- 5 Alligators can't move fast in circles.
- 6 You can get lost there.

6 **Aim** To practise modals

- Direct Ss' attention to the table. Read the first sentence out loud and ask Ss which modal verb is correct. Confirm that the correct answer is *must* because it is about a rule.
- Allow time for Ss to complete the task in pairs.
- Check Ss' answers and give a reason (from the table in the previous task) for the correct use of modal verbs.

Answer Key

- 1 must 3 have to 5 mustn't
2 mustn't 4 can't

Writing7 **Aim** To write a list of safety rules at school

- Ask students to collect information on how to be safe at school. Ask them to research on the Internet using the key words in the search bar and write a list of safety rules.
- Remind Ss to use modal verbs *can/can't/have to/must/mustn't* in their work.
- Ask Ss to read their safety rules to the class.

1 **f** Places**Vocabulary**1 **Aim** To present vocabulary for types of housing

- Read the list of types of housing and direct Ss' attention to the pictures.
- Allow Ss time to complete the task.
- Play the recording for Ss to check their answers.
- Elicit what types of housing various Ss live in.

Answer Key

- 1 D 3 C 5 G 7 B
2 F 4 A 6 E 8 H

Suggested Answer Key

In my town there are lots of blocks of flats and bungalows.

I live in a block of flats.

Reading2 a) **Aim** To read for gist

- Refer Ss to the emails and ask them to read the first two sentences in both emails.
- Play the recording. Ss listen and follow the texts in their books.
- Elicit answers to the questions in the rubric.

Suggested Answer Key

The emails are about where two girls live and what their houses are like. Jasmine lives in a bungalow and Debbie lives in a townhouse.

- Explain/Elicit the meaning of words in the **Check these words** box. Make sure Ss explain them as they are used in the text. Ask Ss to identify what part of speech each is.

Suggested Answer Key

imagine (v): to think of

front garden (n): an area in front of a house, usually with grass and plants

view (n): the landscape or scene that you can see from a window or balcony

forest (n): an area of land with lots of trees

skyscraper (n): a very tall building usually found in the town or city centre

pretty sure (phr): almost certain

lucky (adj): fortunate

own (v): to have

b) **Aim** To read for specific information

- Ask Ss to read the text again and mark the sentences.
- Check Ss' answers. Ss justify their answers.

Answer Key

- 1 T
2 F (bungalow with front and back garden)
3 T
4 F (three storeys)
5 DS
6 T

c) **Aim** To read for detailed comprehension

- Give Ss time to read the emails again and complete the task in pairs.
- Elicit answers from various students and check.

Answer Key

- 1 *Jasmine's parents call the house 'our little paradise' because it is in a very beautiful place.*
2 *Jasmine's new house is a bungalow.*
3 *There is a forest behind her house.*
4 *Debbie lives in a townhouse.*
5 *The view from Debbie's house is of skyscrapers.*
6 *Debbie stays in a small cottage near the sea.*

3 **Aim** To practise new vocabulary

- Give Ss time to think of which kind of house they would like to live in and why.
- Elicit answers from various Ss around the class.

Suggested Answer Key

I would prefer to live in a bungalow in the countryside because it's quiet and very peaceful there. It would also have a nice view and big bedrooms. I would prefer to live in a townhouse in the city. These houses are large and close to the shops.

Grammar

4 **Aim** To present the comparative and superlative forms of adjectives

- Give Ss time to study the table then explain the spelling rules.
- With one-syllable and two-syllable adjectives, we form the comparative by adding *-er* and the superlative by adding *-est*. *long – longer – longest*
- With one-syllable adjectives ending in *-e*, we add *-r* in the comparative and *-st* in the superlative. *simple – simpler – simplest*
- With one-syllable adjectives ending in a vowel + a consonant, we double the last consonant and add *-er/-est*. *big – bigger – biggest*
- With two-syllable adjectives ending in a consonant + *y* replace *-y* with *-ier/-iest*. *crazy – crazier – craziest*
- With adjectives of more than two-syllables, we form the comparative with *more* and the superlative with *the most*. *beautiful – more beautiful – the most beautiful*
- Elicit examples from the texts.

Answer Key

the most beautiful, nicer, bigger, better, larger, noisier

5 **Aim** To practise the comparative

- Read out the example and explain how the adjective *big* has been used in the comparative. Explain that Ss must make full comparative sentences using the prompts.
- Allow Ss time to complete the task.
- Elicit answers from various Ss.

Answer Key

- A block of flats is taller than a villa./A villa is not as tall as a block of flats.*
- The city centre is noisier than the suburbs./The suburbs are not as noisy as the city centre.*
- A cottage is smaller than a bungalow./A bungalow is not as small as a cottage.*
- Houses are more expensive than flats./Flats are not as expensive as houses.*
- Cities are more crowded than villages./Villages are not as crowded as cities.*
- The suburbs are more beautiful than the city centre./The city centre is not as beautiful as the suburbs.*

6 **Aim** To practise the comparative and superlative

- Explain that in this task Ss will use both the comparative and superlative. Draw Ss' attention to the example and ask two Ss to read out the example.
- Allow Ss time to complete the task in pairs.
- Check Ss' answers on the board.

Answer Key

- | | |
|---------------------------|--------------------------------|
| 2 <i>brighter</i> | 8 <i>the smallest</i> |
| 3 <i>bigger</i> | 9 <i>more old-fashioned</i> |
| 4 <i>the messiest</i> | 10 <i>the most comfortable</i> |
| 5 <i>darker</i> | 11 <i>more modern</i> |
| 6 <i>more comfortable</i> | 12 <i>more colourful</i> |
| 7 <i>the biggest</i> | |

Speaking

7 **Aim** To practise using comparatives and superlatives

- Ask Ss to think about places in their country and make sentences using the comparative and superlative. Direct Ss' attention to the example and ask them to use the same form in their answers.
- Elicit answers from various Ss. Correct any mistakes.

Suggested Answer Key

*London is the biggest city in the country.
Inverness is colder than Bristol.
Glasgow is smaller than London.
Weymouth is sunnier than Manchester.
Leeds is more modern than York.
London is more expensive than Liverpool.
Birmingham isn't as beautiful as Edinburgh.
Cardiff is wetter than Cambridge.*

Writing

8 **Aim** To write an email describing your home

- Explain the task. Write the headings on the board and elicit appropriate phrases under each heading. **Type** (*cottage, block of flats etc.*), **view** (*park, skyscrapers, etc.*), **location** (*near a park, opposite a school etc.*), **special features** (*garden, great view from balcony etc.*).
- Remind Ss to use the emails in Ex. 2 as a model.
- Ss do the task. Ask various Ss to read their emails out to the class.

Suggested Answer Key

Dear Sophie,

I live in a modern detached house. We have a great view of the city from the balcony. It is in a nice neighbourhood not far from the centre. It's very beautiful and my bedroom is very big. I hope you can come and visit me one day.

Love,
Lucy

1g Skills

Vocabulary

- 1 a) **Aim** To brainstorm for vocabulary related to a topic

- Direct Ss' attention to the headings in the diagram. Explain that they have to think of as many words as they can that fit those categories.
- Ask them to make a list under the appropriate headings and compare them with a partner.
- Allow Ss time to complete the task.

Suggested Answer Key

neighbourhood: school, library, police station, shopping centre, cinema, etc.

types of homes: cottage, house, bungalow, flat, etc.
rooms: bedroom, kitchen, living room, bathroom, study, etc.

furniture: bed, sofa, wardrobe, armchair, table, cupboards, bookcase, etc.

other features: garden, balcony, swimming pool, garage, path, etc.

equipment/appliances: fridge, cooker, TV, DVD player, kettle, toaster, etc.

- b) **Aim** To practise vocabulary

- Ask Ss to use words from their list to describe their homes to their partners.
- Ask various Ss to describe their houses to the class.

Suggested Answer Key

I live in a flat. There are four rooms. It has a kitchen, a bedroom, a bathroom and a living room. In the living room there is a fireplace and a TV. In the neighbourhood, there is a school and a library. My neighbourhood is quiet and friendly.

- 2 **Aim** To introduce new vocabulary

- Direct Ss' attention to the pictures.
- Play the recording with pauses. Ask Ss to repeat the sentences after the recording.

- Do a class survey for the chores asking first which Ss have to do specific chores (e.g. *do the washing-up*) and which Ss don't have to do specific chores.
- Ask various Ss to tell the class which chores they have to do at home and which chores they don't have to do.

Suggested Answer Key

I have to make my bed and take out the rubbish, but I don't have to dust the furniture.

Listening

- 3 **Aim** To listen for specific information

- Explain the task and direct Ss' attention to the sentences.
- Play the recording and allow time for Ss to complete the task.
- Play the recording again. Check Ss' answers.

Answer Key

1 T 2 F 3 F 4 F 5 T 6 F

Speaking

- 4 **Aim** To make requests

- Ask Ss to imagine they live with other people.
- Direct Ss' attention to the Requesting/Replying table and ask them to read it carefully.
- In pairs, ask the Ss to make requests and reply about chores. Remind Ss to use the chores in Ex. 2 and direct them to the examples below.
- Ask various pairs to speak aloud.

Suggested Answer Key

A: *Do you think you could dust the furniture?*

B: *Yes, of course.*

A: *Can you Hoover the carpets, please?*

B: *I'd like to, but I have to iron the clothes.*

1h Writing

- 1 **Aim** To introduce a writing style

- Read the email extract aloud and ask Ss to follow in their books.
- Ask Ss to read it again themselves and elicit answers to the questions in the rubric.

Answer Key

Jenny's mum is always complaining that she doesn't help out enough around the house.

Suggested Answer Key

I would tell Jenny to talk to her parents and explain that she doesn't have a lot of time for housework these days.

2 a) **Aim** To read an email of advice

- Ask Ss to read the reply alone.
- Extension: Elicit answers from Ss about what Nina's advice is. (Nina's advice is that Jenny should talk to her parents and explain how she feels. She also suggests that Jenny makes a list of chores she has time to do and tells her parents she can do them.)

b) **Aim** To match paragraphs to headings

- Explain the task to Ss and ask them to match the paragraph numbers to the headings.
- Check Ss' answers.

Answer Key A 1 B 3 C 2

3 a) **Aim** To present *should/ought to*

Explain that *should/ought to* are used to give advice. Refer Ss to the box for examples. Read the examples and ask Ss to find another example in Nina's email.

Answer Key

*I think you **should** make a list of chores that you have time to do ...*

b) **Aim** To practise *should/shouldn't*

- Explain the task and allow Ss time to complete it.
- Check Ss' answers.

Answer Key

1 *should* 3 *should*
2 *shouldn't* 4 *shouldn't*

c) **Aim** To identify functions of phrases

- Explain that Nina's email gives advice but also expresses an expected result (*what should happen if she takes the advice*).
- Ask Ss to label the phrases according to the function and replace the phrases in bold from Nina's email with them.
- Check Ss' answers.

Answer Key

Why don't you – give advice
If you do this – expected results
It's a good idea to – give advice
Then you can – expected results

Why don't you / ***It's a good idea to*** talk about this with your parents. ***Then you can*** explain how you feel ... ***It's a good idea to*** / ***Why don't you*** make a list ... ***If you do this***, your parents will know ...

4 **Aim** To match advice to expected results

- Ask Ss to read the email extract and the advice and results boxes below.
- Allow Ss time to match the advice to the expected results.
- Check Ss' answers.
- Ask Ss to write a few lines including their advice for Matt's problem and what the expected results would be.
- Ask various Ss to read their advice aloud.

Answer Key

1 b 2 a

Suggested Answer Key

Matt could go to the library to study. Then, he would have all the peace and quiet he needs.

Writing

5 **Aim** To write an informal email of advice

- Explain the task and tell Ss that they can use ideas from Ex. 4. Write these phrases on the board for Ss to copy them in their notebooks and use them to write their emails.

Useful phrases for emails giving advice

Opening remarks/ Reason for writing	Expected results
<i>I'm sorry to hear that ...</i>	<i>This way you can ...</i>
Giving advice	<i>Then, ...</i>
<i>The best thing you can do is ...</i>	<i>If you do this, ...</i>
<i>Why don't you ...?</i>	<i>Then you can ...</i>
<i>It's a good idea to ...</i>	Closing remarks
<i>I think you should ...</i>	<i>I really hope my advice helps.</i>
	<i>I hope things work out well for you.</i>

- Tell Ss to use the email in Ex. 2 as a model and to follow the plan in their books. Remind Ss that the email should be between 120-150 words in length.
- Allow Ss time to complete the task.
- Ask various Ss to read their emails aloud.

Suggested Answer Key

Hi Matt,
I'm sorry to hear about your problem. I think I can help you.
Why don't you talk to your sister and explain how you feel. This way, she will realise there is a problem and she can try to be quieter. You should also decide on a house rule like: no noise between 7 and 9 pm. Then, you know you can always study at this time.
I really hope my advice helps. Write and tell me what happens.
Dan

1 i Curricular: Citizenship

1 **Aim** To present vocabulary for public services and facilities

- Read through the list and ask Ss to follow in their books.
- Play the recording. Ss listen and repeat the places 1-8.
- Elicit answers from various Ss where we can do each thing from the list.

Answer Key

We can take up a new hobby at a community centre.
We can borrow or return books at a library.
We can buy a stamp at a post office.
We can take someone who is ill to a hospital.
We can report a crime at a police station.
We can check our car tyres at a petrol station.
We can buy a train ticket at a train station.

2 **Aim** To listen for gist

- Explain the task and tell Ss that they will hear four short conversations.
- Play the recording and allow Ss time to identify where each conversation takes place.
- Play the recording again.
- Check Ss' answers.

Answer Key

- | | |
|---------------|--------------------|
| 1 post office | 3 library |
| 2 hospital | 4 community centre |

3 **Aim** To discuss the topic/to do a quiz

- Ask Ss to read the dictionary definition of *citizen*. As a class think of things that make someone a good citizen and write them on the board. Ask Ss to think of things that make someone a bad citizen and write this list on the board.
- Do a survey and ask how many Ss do things from the good citizen list and how many do things from the bad citizen list.
- Ask Ss to write a few lines about what makes someone a good citizen or a bad citizen using the answers from the board. Also ask them if they think they are good citizens.
- Allow Ss time to complete the quiz.

Suggested Answer Key

A good citizen is someone who obeys laws and helps other people in his/her community.
A bad citizen is someone who does things that annoys others and causes problems in the community.
I think I am a good citizen because I like to help others in my community. I sometimes volunteer at the community centre and often visit elderly people in my neighbourhood.

- Explain/Elicit the meaning of words in the *Check these words* box.

Suggested Answer Key

citizen (n): a person who lives in a particular city/town
community (n): a group of people living in the same area
respect (v): to be polite to and care for sb or sth
obey laws (phr): to follow the rules made by the government
(be) involved (in) (phr): to take part in sth
wait (for) my turn (phr): to not push into a queue in front of others who were there first
queue (n): a line of people waiting for sth
in need (phr): wanting help
public transport (n): vehicles that all people can use, like buses and trains
volunteer (v): to do sth to help and give your time for free
obey signs (v): to do what a sign tells you to do
public place (n): an area that everyone can go to without having to pay entrance fee such as a square or a park
report crimes (phr): to tell the police about sb breaking the law
care for (v): to look after

BACKGROUND INFORMATION

Being a Good Citizen

People who live in communities, whether they are small villages or large cities, have certain responsibilities to their community and surrounding area. The people who fulfill these responsibilities are known as good citizens. Some of the traits of being a good citizen are showing respect for other people in the community, taking care of the surrounding environment and living by the laws and rules of the area. A good citizen is someone who 'plays their part' in their community.

4 **Aim** To personalise the topic and practise new vocabulary

- Explain the task and tell Ss to use ideas from the quiz and collect information from the Internet to prepare their talk.
- Allow Ss time to research and prepare.
- Ask various Ss to give their talk in class.

Suggested Answer Key

Why it's important to be a good citizen

We all live and work in a community and there are rules and laws that help the community. When someone doesn't follow those rules and laws, it makes life unpleasant for some people. We must behave towards other people as though they were members of our family. Doing something good for others is doing something good for ourselves.

Module 1

Ways to be a good citizen

You should think about and care for other people. You can help those who can't help themselves. You can give your time and volunteer. You should look after the area you live in and not litter or damage property. You can also encourage others to be good citizens.

GAME

Aim To consolidate vocabulary from the module

- Divide the class into 2 teams. Each team takes turns writing or saying a sentence with one of the words/phrases in the list.
- Each correct sentence earns one point. If the sentence is incorrect, the team misses a turn.
- The team with the most points after all the words have been used wins.

Suggested Answer Key

The prime minister's speech **focuses on** the economy.
I like this song. It's got a **catchy** tune.

Pedestrians should be careful when crossing busy city streets.

The **police car** picks up the suspect and takes him to the station.

The suspect is doing a U-turn into **oncoming traffic** which is really dangerous.

Let's go on a **road trip** to Scotland!

The Golden Gate Bridge is a **popular sight** in California.

Elephant seals' **breeding season** is from December to February.

Here are a few tips to **survive** your trip to the Everglades.

You have to wait in a queue at **public services** such as the post office.

A trip to the countryside is a great way to **escape from** the city for a day.

It's easy to **get into trouble** in the swamps.

A snake bite can be **fatal**.

We share the household **chores** at home.

If the **ground** is **shaking**, it could be a flash flood.

Good citizens must **obey rules**.

Good citizens should **report crimes**.

Language in Use 1

- 1 1 mop 3 make 5 take out 7 lay
2 iron 4 dust 6 do 8 Hoover

- 2 1 street 3 zebra crossing 5 pavement
2 bad driving 4 traffic lights 6 cycle

- 3 1 G 3 E 5 A 7 F
2 D 4 B 6 C

- 4 1 along 4 across 7 through 10 in
2 down 5 on 8 by
3 towards 6 in 9 in

- 5 1 road 4 petrol 7 be 10 community
2 real-life 5 get into 8 insect
3 snake 6 video 9 sandy

Quiz

Answer Key

- 1 F 3 F 5 T 7 F
2 T 4 F 6 T

Ss prepare their quiz in groups. Ask Ss to go through the pages of Module 1 and select information to compile their quiz. Ask groups to exchange quizzes. Ss do the quizzes, then check their answers.

Suggested Answer Key

Quiz

- 1 F Traffic Cops takes place in a police station. (on the streets)
2 T Redwood trees can be up to 2,000 years old.
3 T People ride cable cars in San Francisco.
4 F You can see elephant seals at Hearst Castle. (zebras)
5 F 6,000 people get into trouble in the Everglades every year. (around 60)
6 T Insect repellent is no good against alligators.
7 F Alligators can move quicker than flash floods. (Alligators can travel up to 48 kmph whereas flash floods can travel at 96 kmph.)

Skills 1

Reading

- 1 a) **Aim** To prepare for a reading task

- Read out the **Study Skills** box and point out that this tip will help Ss to complete the task successfully.
- Explain what an absolute statement is (a definite statement of fact) and what a qualified statement is (a more general statement).

- Ask Ss to read the statements 1-6 and identify the absolute/qualified statements. Check Ss' answers and elicit the underlined words.

Answer Key

- | | |
|--------------------|----------------------|
| 1 absolute | 4 absolute (every) |
| 2 absolute (only) | 5 absolute |
| 3 absolute (never) | 6 qualify (not many) |

b) **Aim** To read for specific information and justify your answers

- Give Ss time to read the text and complete the task.
- Check Ss' answers and ask them to justify each one.

Answer Key

- 1 F (Russia's biggest resort city)
- 2 F (popular tourist resort ... about 2 million people visit)
- 3 T (many tourist attractions)
- 4 F (annual film festival)
- 5 T (rare breed of bison call the Caucasian Wisent)
- 6 F (tennis school ... the training centre)

Speaking

2 a) **Aim** To understand comparisons

- Read out the **Study Skills** box and point out that this tip will help Ss to complete the task successfully.
- Ask Ss to read the sentences and then elicit which ones compare and which ones contrast.

Answer Key

- | | | |
|-------------|-------------|-----------|
| 1 different | 3 different | 5 similar |
| 2 similar | 4 similar | |

b) **Aim** To listen for specific information

- Explain the task and play the recording. Ss listen and answer the questions.
- Check Ss' answers around the class.

Answer Key

Sam's house is cheaper.
His neighbour's house is bigger, more modern and noisier.

c) **Aim** To answer personal questions

- Ask Ss to work in pairs and ask and answer the questions.
- Then ask various Ss around the class to tell the class their answers.

Suggested Answer Key

- 1 My house is nicer than my neighbour's because we have a nice garden with lots of flowers in front of our house whereas they have paved over their garden and they park their car there.
- 2 I think it's nicer to live with flatmates because it can be very lonely living alone. Also, it's safer and cheaper to live with other people.
- 3 I'd prefer to live in a house because it's bigger and there's more space. Also, you can have a garden when you live in a house.

Listening

3 a) **Aim** To analyse a rubric and prepare for a listening task

- Ask Ss to read the rubric and elicit what Ss will listen to.
- Give Ss time to read the questions 1-5 and underline the key words.
- Check Ss' answers around the class.

Answer Key

- 1 London – worse nightlife, nicer buildings, cheaper shops
- 2 London – no trouble finding her way, crossing roads, getting directions
- 3 Londoners are worse at – obeying rules, more patient, as friendly as New Yorkers
- 4 London transport – buses slow, tube tickets should be cheaper, taxi drivers aren't polite
- 5 likes housing because – buildings quiet, neighbours don't mind noise, flats are modern

b) **Aim** To read for specific information and prepare for a listening task

- Explain the task and ask Ss to read the extract.
- Elicit answers to the questions 1-3 for question 1 in Ex. 3a. Correct any wrong answers on the board.

Answer Key

- 1 **positive views:** I love London! It's such an exciting city and the shopping is great. I also love all the historical buildings. ... London is much more beautiful. The nightlife in London is really good, too. London is just as exciting.
negative views: Although, I think the shops are much more expensive than in New York. New York is full of ugly, modern buildings. People say London's nightlife is worse than New York's, but I disagree.
- 2 B – 'New York is full of ugly, modern buildings, so London is much more beautiful.'

- 3 A – ‘The nightlife in London is really good, too. People say London’s nightlife is worse than New York’s, but I disagree. London is just as exciting.’
C – ‘Although, I think the shops are much more expensive than in New York.’

- c) **Aim** To listen for specific information
- Play the recording. Ss listen and complete the task.
 - Check Ss’ answers.

Answer Key

2 C 3 B 4 A 5 B

Writing

- 4 a) **Aim** To prepare for a writing task
- Refer Ss to the **Writing Bank** and give them time to read through the relevant information there.
 - Elicit the correct elements of a note from various Ss around the class.

Answer Key

4, 5, 6

- b) **Aim** To analyse a rubric and prepare for a writing task
- Ask Ss to read the rubric and elicit what they are going to write (a note) and why (they have to visit their aunt and they want to tell their flatmate sth).
 - Elicit which of the sentences 1-8 are appropriate for their notes.

Answer Key

2, 3, 5, 6

- c) **Aim** To write a note
- Give Ss time to complete the task and then check Ss’ answers.

Suggested Answer Key

Hi John,
I took out the rubbish and hoovered the carpets.
Can you do the washing-up? Have to go and see my aunt. Meet me at the Internet café at 8:00.
Paul

Russia 1

Reading & Listening

- 1 **Aim** To introduce and predict the content of a text

- Ask Ss to look at the picture and the title of the text. Ask Ss to say what kind of things they think someone can do in Saint Petersburg.
- Play the recording. Ss listen and follow the text in their books.

Suggested answer Key

I think that in Saint Petersburg you can visit lots of cultural places like museums, parks, fun parks, zoos and theatres and you can also take boat rides on the river.

- Explain/Elicit the meaning of words in the **Check these words** box.

Suggested answer Key

leisure (n): time when you can relax and do enjoyable things

culture (n): activities such as the arts and philosophy
attraction (n): sth you go to or see for interest or enjoyment

wax figure (n): a statue of a person made out of a substance usually used to make candles

ride (n): a large machine that people ride on for fun e.g. at a theme park

sleigh (v): to slide over snow in a kind of vehicle

perform (v): do sth in front of an audience

trick (n): clever action done to entertain people

cheering (adj): shouting loudly to show approval

crowd (n): large group of people gathered together

puppet (n): a doll that you move by pulling strings

- 2 **Aim** To read for specific information

Give Ss time to read the text again and complete the task, then check Ss’ answers.

Answer Key

1 F 3 T 5 T
2 F 4 T

Speaking & Writing

- 3 **Aim** To read for specific information/
To make notes under headings

Write the headings on the board. Elicit answers from Ss and write notes under the headings. Ask Ss to copy the notes into their notebooks.

Suggested Answer Key

Park of Culture and Leisure: attractions, have fun
Yelagin Island Palace: see wax figures, go on exciting rides at fun park, hire boats & explore the park, take a steamship ride on the river, go ice-skating, sleigh down a snowy hill

Dolphinarium: watch dolphins do clever tricks & sing and dance, see the funny sea lions

Puppet Theatre: see old and modern plays

4 **Aim** To write a postcard to a friend

- Explain the task. Elicit from Ss how to begin/end a postcard to a friend (*Dear ... / Love, Best wishes ... etc.*) and what their opening/closing comments could be (*Here I am in Saint Petersburg in Russia with my family. / See you next week, etc.*) and write these on the board.
- Remind Ss to use their notes from Ex. 3.
- Ss do the task. Ask various Ss to read their emails out to the class.

Suggested Answer Key

Dear Michael,

Here I am in Saint Petersburg in Russia with my family! It's a great place! Yesterday we visited the Yelagin Island Palace of wax figures and went on some amazing rides at a fun park. This morning we took a steamship ride on the river and this afternoon we are going to the Dolphinarium. I can't wait to see the dolphins do clever tricks there!

Tomorrow night we are going to the famous Puppet Theatre to see a play. There are so many amazing things to do here! You must visit Saint Petersburg one day!

See you next week.

Love,

Sally

5 **Aim** To collect information about Saint Petersburg

- Ask Ss to collect more information about Saint Petersburg using the Internet or their school textbooks, encyclopaedias or other reference materials.
- Allow Ss time to collect their information in class. Alternatively, assign the task as HW.
- Invite Ss to present their information to the class.

Suggested Answer Key

Saint Petersburg is located on the River Neva and was founded by Peter the Great in 1703. It is Russia's second largest city after Moscow with about 5 million inhabitants. It is a beautiful port city famous for its canals, amazing architecture, museums, theatres and also its 'white nights' in the summer when the sun never sets. Saint Petersburg is also home to the Hermitage, one of the largest and most amazing art museums in the world. There are so many incredible things to see and do in Saint Petersburg!

Module 2

Food & Drinks

Topic

In this module Ss will learn about food and drinks, supermarkets, and restaurants.

Modular page

25

Lesson objectives: Overview of the module, to listen for specific information

Vocabulary: Food and drinks (*tomatoes, peppers, cherries, pears, cauliflower, grapes, beans, cabbage, cheese, yogurt, butter, milk, bread, pasta, rice, eggs, cereal, beef, lamb, chicken, salmon, trout, cod, tuna, prawn, coffee, tea, lemonade, orange juice*)

2a Food art

26-27

Lesson objectives: To learn countable and uncountable nouns, *a/an – some/any*, to listen & read for gist, to read for specific information, to talk and write about a festival

Vocabulary: Food (*banana, lemon, carrot, broccoli, strawberry, onion, orange, cucumber, potato, celery*); Verbs (*celebrate, attract, design, measure*); Nouns (*dessert, juice, resort, statue, creation, float, fireworks, theme*); Adjectives (*picturesque, citrus*); Phrase (*imagination runs wild*)

2b At the supermarket

28-29

Lesson objectives: To learn quantifiers (*many, much, a lot of, some, (a) few, (a) little, any, no*), to read for specific information, to listen for specific information, to talk and write about eating habits

Vocabulary: Containers/Partitives (*bag, loaf, jar, tin, carton, box, pot, tub, bottle, kilo, bunch, bar*); Supermarket sections (*Fruit & Vegetables, Dairy products, Meat & fish, Drinks, Bakery, Sweets & snacks, Breakfast food, Tinned food, Frozen food*); Nouns (*aisle, purse*); Phrase (*What's wrong?*)

2c Culture Corner

30

Lesson objectives: To listen and read for specific information, to talk and write about places to eat out

Vocabulary: Nouns (*dish, batter, vinegar, pie, sauce, side dish, mushy peas, gravy, ethnic cuisine, jacket potato, baked goods*); Adjectives (*deep fried, chipped*); Phrases (*grab a snack, suit every taste*)

2d Everyday English

31

Lesson objectives: Ordering food in a café, to pronounce /ŋ/ and /n/

Vocabulary: Sentences (*Are you ready to order or do you need a few more minutes?, Would you like any side orders?, And what would you like to drink?, I'd like a glass of orange juice, please.*)

2e Real food

32-33

Lesson objectives: To read for gist and for cohesion and coherence, to learn *too* and *enough*, to describe a healthy meal

Vocabulary: Verbs (*campaign, reduce*); Nouns (*celebrity, chef, recipe, meal, habit, kitchen, disease*); Adjectives (*healthy, popular*)

2f Healthy eating

34-35

Lesson objectives: To read for general comprehension, to learn *-ing/to-infinitive*, to talk and write about healthy eating

Vocabulary: Food/drinks (*red meat, fruit juice, poached egg, chocolate, salad, cola, fried egg, mayonnaise*); Verbs (*contain, lower*); Nouns (*vitamin, mineral, salad dressing, vinegar, olive oil, label, flavour, benefit, cholesterol, source, iron, protein*); Adjectives (*creamy, fat-free, low-fat, lean*)

2g Skills

36

Lesson objectives: To listen for specific information, giving instructions

Vocabulary: Food preparation (*boil, stir, chop, mix, peel, fry, slice, grill, pour, beat, melt, add*); Ingredients (*apple, sugar, cinnamon, butter, flour, baking soda, salt, egg, sour cream, milk*); Other (*cup, teaspoon, tablespoon, mixture, bowl, frying pan*)

2h Writing

37

Lesson objectives: To write an email about a favourite dish

Vocabulary: Adjectives (*sweet, spicy, salty, creamy, delicious*)

2i Curricular: Science

38

Lesson objectives: To read for gist and for specific information, to give a presentation about food and parts of the body

Vocabulary: The body (*brain, muscles, bones, skin*); Verbs (*command, control, breathe, digest, repair, support, protect*); Nouns (*nervous system, behaviour, energy, fat, carbohydrate, muscle, protein, bone, calcium, sense of touch*); Adjective (*oily*); Phrase (*pump blood*)

Language Review 2

39

Lesson objectives: To test/consolidate vocabulary and knowledge attained throughout the module, to play a game, to do a quiz, to write a quiz

Skills 2

40-41

Lesson objectives: To read for specific information, to listen for specific information, to give a talk, to write a notice

Russia 2

42

Lesson objectives: To listen and read for specific information, to consolidate information from a text, to find out how caviar is made

Vocabulary: Nouns (*salted eggs, sturgeon, high quality, main consumers, ton, produce, holiday feast, special occasion*); Conjunction (*although*)

►► What's in this module?

Read the title of the module *Food & Drinks* and ask Ss to predict its content (*the module is about food and drinks, eating out and cooking*). Go through the contents list and stimulate a discussion about what Ss will learn in the module.

Vocabulary

- Aim** To present vocabulary related to food and drinks

Draw Ss' attention to the pictures and the categories of food and drinks. Ask Ss to label the pictures A-E with the groups of food 1-5. Play the recording. Ss listen and check their answers. Then, Ss say the words chorally or individually.

Answer Key

A 2 B 4 C 5 D 3 E 1

- Aim** To listen for specific information

Explain the task to Ss. Play the recording. Ss listen and complete the sentences. Check Ss' answers.

Suggested Answer Key

Tim likes chicken and beef, but he doesn't like cheese, milk or cabbage.

Julie likes cherries, eggs and cheese, but she doesn't like tuna.

OVER TO YOU!

- Aim** To personalise the topic

- Ask Ss to look at the pictures of the food and drinks again and complete the sentences.
- Give Ss time to complete the task.
- Ask various Ss to read out their sentences to the class.

Suggested Answer Key

I like orange juice.

I love yogurt.

I don't like trout.

I hate/can't stand cauliflower.

2a Food art

Vocabulary

- 1 a) **Aim** To present vocabulary for food

Draw Ss' attention to the pictures and play the recording. Ss listen and repeat chorally or individually. Check Ss' pronunciation.

- b) **Aim** To recognise items of food and match them to the pictures

Ask Ss to look at the photographs on pp. 26-27 and say which foods from Ex. 1 they see.

Answer Key

Oranges and lemons.

Grammar

- 2 a) **Aim** To present countable and uncountable nouns, *A/An – Some/Any*

- Go through the table with Ss.
- Explain that countable nouns are nouns that we can count (*a lemon, two lemons*) while uncountable nouns are nouns we cannot count (*broccoli – NOT: two broccoli*).
- Explain that we use *a/an* with countable nouns, but we use *some* with uncountable nouns.
- Explain that we use *any* in the negative and interrogative for uncountable nouns and for plural countable nouns.
- Explain that we also use *some* with offers and requests. *Would you like some juice? Can I have some apples?*
- Read out the examples and elicit further examples. Elicit which foods in Ex. 1 are countable/uncountable.

Answer Key

Countable: banana, lemon, carrot, strawberry, onion, cucumber, orange, potato

Uncountable: broccoli, celery

- As an extension elicit plural forms for countable nouns and elicit/revise plural noun endings.

Most nouns take *-s* to form their plural.

book – books

Nouns ending in *-s, -ss, -ch, -x* or *-sh* take *-es*.
bus – buses, dress – dresses, church – churches, fox – foxes, brush – brushes

Some nouns ending in *-f* or *-fe* drop the *-f* or *-fe* and take *-ves* to form their plural.
wolf – wolves, wife – wives BUT roof – roofs

Nouns ending in a consonant + *y* drop the *-y* and take *-ies*. *raspberry – raspberries, baby – babies*

Nouns ending in a vowel + *y* take *-s*.

boy – boys, toy – toys

Some nouns ending in *-o* take *-es*. *potato – potatoes BUT radio – radios, piano – pianos, photo – photos, video – videos, rhino – rhinos, hippo – hippos*

- Ask Ss to look at the foods on p. 25 and decide which are countable and which are uncountable then say the singular forms of the countable nouns.

Countable nouns: *tomato – tomatoes, pepper – peppers, cherry – cherries, pear – pears, cauliflower – cauliflowers, grape – grapes, bean – beans, egg – eggs, prawn – prawns (or prawn).*

Uncountable nouns: *cabbage, yogurt, cheese, butter, milk, bread, pasta, cereal, rice, beef, lamb, chicken, salmon, trout, cod, tuna, coffee, tea, lemonade, orange juice.*

- b) **Aim** To practise *a/an, some/any* with countable and uncountable nouns

- Explain the task. Allow Ss time to complete it.
- Go around the class monitoring Ss and helping where necessary. Check Ss' answers.

Answer Key

1	some, any	4	some	7	some, any
2	a	5	some, an	8	any
3	some	6	any, some		

Reading & Listening

- 3 a) **Aim** To understand the meaning of a saying

- Ask Ss to look at the first sentence of the text and explain that it is a saying that people often use to give advice about life.
- Ask Ss what they think the saying might mean. Read out the options A, B, and C and ask Ss to choose.

Answer Key

B

- b) **Aim** To predict the content of a text/To listen and read for gist

- Ask Ss to look at the title of the text and the pictures. Elicit/Explain that the pictures show statues made from oranges and lemons.
- Ss predict the content of the text.
- Play the recording. Ss listen to and confirm if their guesses were correct.

Suggested Answer Key

I think that the text is about artists making statues from lemons and oranges.

- Explain/Elicit the meanings of the words in the **Check these words** box or ask Ss to look them up in their dictionaries. Ss also say what part of speech each is.

Suggested Answer Key

dessert (n): sweet dish people usually eat at the end of a meal

juice (n): the liquid of a fruit or vegetable

picturesque (adj): (of a place) beautiful and with nice scenery

resort (n): a place where lots of people spend their holidays

celebrate (v): to do sth enjoyable for a special reason

attract (v): to cause people to come to see

design (v): to make a detailed drawing of sth you plan to make

statue (n): a large model of sb or sth

measure (v): to be a particular size, length, etc

citrus (adj): relating to fruits with a sour taste, such as oranges, lemons and grapefruits

creation (n): sth that sb designs and makes

float (n): an open vehicle which carries people or things for people to see, usually in parades

fireworks (pl n): small rockets that light up the sky when they explode

theme (n): the main idea

(let your) imagination run wild (phr): to imagine or dream up anything you like

c) **Aim** To read for specific information

- Allow Ss time to complete the sentences.
- Check Ss' answers.

Suggested Answer Key

1 ... a seaside resort town in the south of France.

2 ... the Lemon Festival.

3 ... over 145 tons of lemons and oranges.

4 ... Citrus Exposition.

5 ... fireworks.

d) **Aim** To consolidate new vocabulary

Allow Ss two to three minutes to make their sentences, then check Ss' answers around the class.

Suggested Answer Key

You can use lemons to make a lot of different **desserts**. Artists use whole lemons and not their **juice** to make statues.

Menton is a **picturesque** town.

Menton is a seaside **resort** town.

The people of Menton **celebrate** the Lemon Festival every year.

The festival **attracts** over 200,000 visitors each year.

Artists **design** amazing, giant statues for the festival.

The artists use lemons and oranges to make huge **statues**. Some statues **measure** over 10 metres tall.

Oranges and lemons are **citrus** fruit.

Their **creations** include giant dinosaurs and huge bananas.

There is a huge parade of **floats** that carry the statues.

In the evening people gather to watch colourful **fireworks** in the sky.

There is a different **theme** each year.

The artists can really let their **imagination** run wild and create unusual statues.

Speaking & Writing

4 a) **Aim** To read for specific information/
To make notes, to present a festival

Write the headings on the board. Elicit answers from Ss and write notes under the headings. Ask Ss to copy the notes into their notebooks, then prepare a presentation. Ask individual Ss to make their presentations in class.

Suggested Answer Key

Name of festival: Lemon Festival

Place: Menton, south of France

Date: every February to March

Reason: to celebrate their lemons and oranges

Activities: creating giant fruit statues, visit the Citrus Exposition and see statues, buy local products, watch the Parade of Golden Fruit, watch night parades with music and dancers and fireworks

A Lemon Festival takes place every year from February to March in the town of Menton in the south of France. People celebrate their lemons and oranges. It is a huge event with a different theme every year. You can see artists creating giant sculptures made from oranges and lemons, visit the Citrus Exposition and admire the statues, buy local products, and watch the Parade of Golden Fruit. There are also night parades with dancers and fantastic fireworks.

b) **Aim** To consolidate information in a text

- Ask Ss to think about reasons why someone should go to the lemon festival.
- Ask various Ss to present them to the class.

Suggested Answer Key

It's a great opportunity to buy local products made from citrus fruit. You also get to see some really interesting works of art. Some of the statues are over 10 metres tall, so they are really impressive. Also, there are parades with music and dancers. I think the festival would be a lot of fun.

5 **Aim** To write a text about a festival

- Ask Ss if there is a similar festival in their country.
- Ask Ss to make notes about a festival under the headings in Ex. 4a and use them to write about the festival.

Module 2

- Check Ss' answers by asking various Ss to read out their texts.
- Alternatively, this task can be assigned as HW and checked in the next lesson.

Suggested Answer Key

Name of festival: Shrimp Festival (Fête de la Crevette)

Place: Honfleur, France

Date: October

Reason: to celebrate the history of the port

Activities: 2-day festival, the little grey shrimp (the queen of the festival), shrimp-peeling competition, all types of seafood, musical performances, gathering of old sea vessels in the port

Fête de la Crevette, the Shrimp Festival, takes place in Honfleur, France, in October. It's a popular event that attracts many visitors to this old style port. The 2-day festival celebrates the port's history with the sea. Visitors to the festival can see and do a lot of things. They can see the little grey shrimp, the queen of the festival, and a gathering of old sea vessels in the port. They can watch musical performances of sea shanties and try all types of seafood, but the highlight of the festival is the shrimp peeling competition. It's a great festival where everybody has a lot of fun.

2b At the supermarket

Vocabulary

- 1 **Aim** To present vocabulary for containers and partitives

- Draw Ss' attention to the pictures and play the recording. Ss listen and repeat chorally or individually.
- Ask Ss where they would find the products (1-12) choosing from the supermarket sections. Ss match the items and make sentences. Check Ss' answers.

Note: The supermarket sections listed can vary from one supermarket to the other.

Answer Key

- 1 We can usually find a bag of crisps in the sweets and snacks section.
- 2 We can usually find a tin of soup in the tinned food section.
- 3 We can usually find a loaf of bread in the bakery section.
- 4 We can usually find a jar of jam in the tinned food section.
- 5 We can usually find a pot of yogurt in the dairy products section.
- 6 We can usually find a carton of juice in the drinks section.
- 7 We can usually find a box of cereal in the breakfast food section.

- 8 We can usually find a tub of ice cream in the frozen food section.
- 9 We can usually find a bottle of cola in the drinks section.
- 10 We can usually find a kilo of minced beef in the meat and fish section.
- 11 We can usually find a bunch of bananas in the fruit and vegetables section.
- 12 We can usually find a bar of chocolate in the sweets and snacks section.

Reading

- 2 **Aim** To read and listen for specific information

- Explain the situation.
- Play the recording.
- Elicit answers. Play the recording again if necessary.

Answer Key

Mrs Hall and Maksim need 12 packets of crisps, 12 bars of chocolate, a few cartons of juice and some bottles of Coca-Cola. They also need some chocolate cakes and a few tubs of ice cream. The problem is that Mrs Hall left her purse at home and Maksim has only got £5.

- Explain/Elicit the meanings of the words in the **Check these words** box or ask Ss to look them up in their dictionaries.

Suggested Answer Key

aisle (n): a long narrow gap between rows of shelves in a supermarket where customers can walk

What's wrong? (phr): What's the problem?

purse (n): a wallet for women

Grammar

- 3 **Aim** To present quantifiers

- Go through the table with Ss and explain the uses of the quantifiers. Elicit more examples or ask comprehension questions e.g. Which quantifier do we use in affirmative sentences with countable and uncountable nouns? (*a lot of*). Can we use *few* with uncountable nouns? (*No. We can use little*). Do we use *any* in questions with countable nouns? (*Yes, we do.*), etc.
- Ask Ss to find examples of quantifiers in the dialogue in Ex. 2.

Answer Key

a few cartons of juice, some bottles of Coca Cola, some cakes, any ice cream, only a little (ice cream), a few tubs, some ice cream, How much money, not much

- 4 **Aim** To practise quantifiers

- Explain the task and allow Ss time to complete it.
- Check Ss' answers.

Answer Key

- | | |
|-----------------------|----------------------|
| 1 much, little | 5 any, a few |
| 2 any, a lot of, many | 6 little, much |
| 3 many, many | 7 no, some |
| 4 much, some | 8 too much, a lot of |

- Go through the **Study skills** box with Ss and explain the importance of noting one's mistakes. Ask Ss to go through their mistakes, if any, and list them in their notebooks together with the correct answers. Ask Ss to update their notebooks each time they make a mistake and revise regularly.

Listening

5 a) **Aim** To listen for specific information

- Go through the shopping list with Ss and elicit/explain any unknown words.
- Explain the task.
- Play the recording. Ss listen and mark the items.
- Check Ss' answers.

Answer Key

- | | |
|-----------------------|-----------------------------|
| 1 kilo of cheese (✓) | 1 carton of apple juice (X) |
| 3 bags of crisps (✓) | 1 bag of rice (✓) |
| 2 bottles of cola (✓) | 20 sausages (✓) |

b) **Aim** To practise quantifiers

- Ask a pair of Ss to read out the example.
- Explain the task. Point out that Ss need to use appropriate quantifiers. Ss practise in pairs.
- Go around the class monitoring the activity.
- Ask a few pairs to act out their exchanges in class.

Suggested Answer Key

- A: How much cheese does she need?
 B: She needs a lot – one kilo. How many bags of crisps does she need?
 A: She needs a few – three bags. How much cola does she need?
 B: She doesn't need much – two bottles. How much apple juice does she need?
 A: She doesn't need any apple juice. How much rice does she need?
 B: She doesn't need much – one bag. How many sausages does she need?
 A: She needs a lot – 20!

Speaking & Writing

6 **Aim** To talk about eating habits

- Go through the words in the table with Ss and elicit/explain any unknown words.
- Explain the task and ask a pair of Ss to read out the example.
- Ss work in closed pairs. Go around the class and monitor the activity.

- Ask a few pairs to act out their exchanges in class.

Suggested Answer Key

- A: How much fruit do you eat each week?
 B: I eat a lot of fruit. How many eggs do you eat each week?
 A: I eat a few. How much meat do you eat each week?
 B: I eat little meat. Do you eat much chocolate?
 A: I love chocolate, but I only eat a little. Do you eat much bread?
 B: I eat very little bread. How many vegetables do you eat each week?
 A: I eat a lot of vegetables. Do you drink many fizzy drinks each week?
 B: No, not many. Do you drink much milk?
 A: Yes, I drink a lot of milk. How much water do you drink?
 B: I drink a lot. How much lemonade do you drink each week?
 A: Not much. How much tea do you drink each week?
 B: Too much, I'm afraid. Do you drink much orange juice?
 A: I drink some, but not much. Do you drink much coffee?
 B: No, I don't drink any coffee.

7 **Aim** To write about eating habits

- Ask Ss to use their answers in Ex. 6 to write a few sentences about their eating habits.
- Allow Ss time to complete the task.
- Check Ss' answers.
- Alternatively, this task can be assigned as HW and checked in the next lesson.

Suggested Answer Key

- I eat a lot of fruit, but I don't eat many eggs. I don't eat much meat and only a little chocolate. I eat very little bread. I really like vegetables, so I eat a lot. I drink a lot of milk and water. I drink some orange juice but I don't drink any coffee. I don't drink much lemonade but I do drink tea. Tea is my favourite and I drink too much of it.

2c Culture Corner

1 **Aim** To introduce the topic

- Ask Ss how often they eat out and where they like to go to eat. Elicit answers from Ss around the class and encourage a discussion.

Suggested Answer Key

- My family and I eat out once a week, usually at the weekend. We love Italian food so we often go to an Italian restaurant for pizza or spaghetti. I also like to go for a snack with my friends two or three times a week after school. We usually go to a local café.

2 a) **Aim** To predict the content of text, to read and listen for specific information

- Draw Ss' attention to the pictures and the headings in the text. Explain/Elicit the meaning of any unknown words. Ask Ss to guess what kind of foods you can eat at each of the places. Help Ss if necessary. Say various foods for Ss to decide where each is served (e.g. *chippies* – chips, *café* – sandwiches and cakes, *ethnic restaurants* – curry).
- Play the recording. Ss listen and read the text in their books.
- Elicit Ss' answers.

Answer Key

Chippies: fish 'n' chips, pies, sauces, mushy peas, chips, gravy

Traditional cafés: sandwiches, salads, soup, jacket potatoes, cooked meals, tea, coffee, cold drinks, baked goods, cakes, biscuits

Ethnic restaurants: Indian food (chicken, prawns or meat with rice and a variety of curry sauces e.g. chicken tikka masala), Chinese food (sweet and sour pork, chicken with cashew nuts, beef in black bean sauce), Italian food (pizza, spaghetti bolognese, lasagna)

b) **Aim** To read for specific information

- Explain the task.
- Allow Ss two minutes to complete the task.
- Check Ss' answers.

Answer Key

- 1 Fish 'n' chips
- 2 Pizza, spaghetti bolognese and lasagne
- 3 (at a) café
- 4 (at) chippies
- 5 sandwiches, salads, hot snacks, soup, jacket potatoes, cooked meals, tea, coffee, cold drinks, baked goods, cakes, biscuits
- 6 chicken, prawns or meat with rice and a variety of curry sauces e.g. chicken tikka masala

- Explain/Elicit the meaning of words in the **Check these words** box or ask Ss to look them up in their dictionaries.

Suggested Answer Key

grab a snack (phr): to get sth light to eat when in a hurry

suit every taste (phr): to cater to everyone's preferences

dish (n): food prepared in a certain way

deep fried (adj): cooked in a large amount of oil

batter (n): a mixture of milk, eggs and flour

chipped (adj): cut into chip shapes

vinegar (n): acetic acid used to flavour food

pie (n): meat, vegetables or fruit baked in pastry

sauce (n): a tasty liquid served with food

side dish (n): a portion of food that accompanies a main meal

mushy peas (n): a side dish of very soft peas

gravy (n): a dark brown sauce served with meat dishes

ethnic cuisine (n): cooking from another country that is very different from our own

jacket potato (n): a potato baked in its skin in the oven

baked goods (pl n): food that is baked in an oven e.g. bread, biscuits, etc.

3 **Aim** To consolidate new vocabulary

- Ask Ss to look at the **Check these words** box again and use the words to complete the sentences.
- Ss complete the task.
- Check Ss' answers.

Answer Key

- | | |
|--------------------|-------------------|
| 1 dish | 3 grab a snack |
| 2 suit every taste | 4 ethnic cuisines |

4 **Aim** To consolidate information in a text

- Ask Ss to go through the text quickly, then close their books and try to tell their partner one thing about each place.
- Ask pairs to tell the class what they remember.

Suggested Answer Key

At a chippy you can get fish 'n' chips. At a café there's a wide variety of hot snacks and cooked meals. At an ethnic restaurant you can try ethnic cuisine.

5 **Aim** To personalise the topic/To describe places to eat out in your country

- Ask Ss to think about the various places where people eat out in their country and what types of food and drinks people can order there.
- Ss, in groups, complete the task.
- Ask various Ss to read out their texts in class. Alternatively, assign the task as HW and Ss read their texts in the next lesson.

Suggested Answer Key

Traditional Restaurants

Many Russian people eat at traditional restaurants. Here you can eat home-cooked dishes such as borsht, pelmeni and shashlyk.

Seafood Restaurants

They are very popular especially along the coast. You can try the sole in red sauce or crispy perch. They are both delicious.

2d Everyday English

1 **Aim** To introduce the topic

Draw Ss' attention to the menu and explain/ elicit any unknown words. Ask Ss what they usually have for breakfast, lunch and dinner. Ask them if any of the things they have are on the menu. Elicit answers from Ss around the class.

Suggested Answer Key

For breakfast, I usually have orange juice and a bowl of cereal. For lunch, I have a sandwich. For dinner, my mum cooks soup and meat or fish with boiled potatoes and a salad.

Included in the menu: orange juice, sandwich, salad

2 a) **Aim** To present situational language

Play the recording. Ss listen and repeat chorally or individually. Check Ss' pronunciation.

b) **Aim** To identify speakers in a situational dialogue

- Draw Ss' attention to the phrases/sentences and ask them which ones a customer and a waiter would say.
- Draw Ss' attention to the dialogue. Play the recording. Ss listen and read the dialogue.
- Check Ss' answers.

Answer Key

Waiter:

Are you ready to order or do you need a few more minutes?

Would you like any side orders?

And what would you like to drink?

Customer:

I think we're ready.

I'd like a glass of orange juice, please.

c) **Aim** To read for specific information

Ask Ss to read the dialogue again then elicit what they order.

Answer Key

Boris orders scrambled eggs on toast, chips and a glass of orange juice for himself. He orders a cheese omelette and a cup of coffee for his mum.

3 **Aim** To learn synonymous phrases

- Draw Ss' attention to the sentences and elicit/ explain any unknown words.
- Ask Ss to read the dialogue again and find the sentences which have the same meaning.

- Give Ss enough time to complete the task.
- Check Ss' answers.

Answer Key

Do you want more time? – Do you need a few more minutes?

We can order now. – I think we're ready.

That's correct. – That's right.

Pronunciation

4 **Aim** To pronounce /n/ and /ŋ/

- Draw Ss' attention to the table and explain the task.
- Ss copy the table in their notebooks.
- Play the recording. Ss listen and check the sounds in the table.
- Check Ss' answers.
- Play the recording again for Ss to repeat chorally or individually. Check Ss' pronunciation.

Suggested Answer Key

	/n/	/ŋ/		/n/	/ŋ/
thin	✓		tin	✓	
thing		✓	tongue		✓
king		✓	ton	✓	

Speaking

5 **Aim** To role-play ordering a meal at a café

- Ask Ss to work in groups of three; one waiter and two customers.
- Go through the menu and the plan with Ss eliciting/ explaining any words where necessary.
- In groups, Ss practise their dialogue. Go around the class monitoring Ss' work and helping where necessary.
- Ask groups to act out their dialogue in class.

Suggested Answer Key

A: Hello. Are you ready to order or do you need a few more minutes?

B: I think we're ready. Can I have a full English breakfast, please?

A: Sure. What about you?

C: I'd like a burger and chips.

A: OK. Would you like any side orders?

C: A mixed salad for me, please.

A: And what would you like to drink?

B: I'd like a coffee, please.

C: A tea for me, please.

A: OK. So that's a full English breakfast, a burger and chips, a mixed salad, a coffee and a tea.

B: That's correct. Thank you.

2e Real food

Reading

1 **Aim** To introduce the topic

Ask Ss to say what their favourite type of food is, how often they eat it and if they think it's good for them.

Suggested Answer Key

My favourite type of food is Italian food like spaghetti and pizza. I eat it about once a week. I think Italian food is usually quite healthy but you shouldn't eat pizza too often because it's got a lot of fat in it.

2 **Aim** To predict the content of a text and read for gist

- Ask Ss to look at the picture and read the title of the text. Elicit answers to the question from Ss around the class.
- Ss read the text to check their answers.

Suggested Answer Key

Jamie Oliver is an English celebrity chef. He stars in several TV shows. He also goes on tour and teaches people about food and how to cook healthy food.

3 **Aim** To read for lexico-grammatical structure

- Explain the task and ask Ss to check that the sentence after each gap follows on smoothly and makes sense. Check Ss' answers. Ask Ss to say which words helped them decide.
- Allow time for Ss to complete the task.
- Ss compare their answers with their partner.

Answer Key

1 C 2 A 3 E 4 B

- Explain/Elicit the meaning of the words in the **Check these words** box.

Suggested Answer Key

celebrity (n): someone who is famous

chef (n): a cook in a restaurant or hotel

recipe (n): a list of ingredients and instructions telling you how to cook sth

campaign (n): activities people carry out in order to achieve sth over time

healthy (adj): good for you

meal (n): the food you eat on a particular occasion

habit (n): sth you do often

kitchen (n): a room used for cooking and chores like washing dishes

popular (adj): enjoyed or liked by many people

reduce (v): to make sth smaller in size or amount

disease (n): an illness

4 **Aim** To practise new vocabulary

- Ask Ss to look at the **Check these words** box again and use some of the words to complete the sentences.
- Allow time for Ss to complete the task.
- Check Ss' answers.

Answer Key

1 recipe 3 celebrity 5 reduce
2 healthy 4 popular

5 **Aim** To consolidate and practise phrases from the text

- Explain the task.
- Allow time for Ss to complete the matching exercise and write their sentences.
- Check Ss' answers by asking individual Ss to read out their sentences.

Answer Key

1 d 2 e 3 a 4 b 5 c

Suggested Answer Key

*Jamie Oliver teaches people to cook **healthy meals**.*

*It's important to buy and cook with **fresh produce**.*

*Huntington's Kitchen offers free **cooking lessons**.*

*Jamie Oliver is a popular **celebrity chef**.*

*Eating healthily can **reduce diseases**.*

Grammar

6 a) **Aim** To present *too* and *enough*

- Go through the theory box with Ss and explain the theory. Explain that we use **too** with an adjective or adverb to show that there is more of sth than is needed and that we use an adjective or adverb with **enough** or **enough** and a noun to show that there is as much of sth as needed.
- Ask Ss to find examples of *too* and *enough* in the text.

Answer Key

too much fat/sugar, not enough healthy food

b) **Aim** To practise *too* and *enough*

- Explain the task.
- Allow time for Ss to complete the task.
- Check Ss' answers.

Answer Key

1 too 2 enough 3 too 4 too 5 enough

Speaking & Writing

7 a) **Aim** To personalise the topic

- Play the recording. Ss listen and follow the text in their books.

- Ask Ss if they would like to attend one of Jamie's cooking classes and to explain why (not).
- Allow Ss time to write a few sentences and then ask various Ss to read them out.

Suggested Answer Key

Yes, I would like to attend one of Jamie's cooking classes. I often watch Jamie on TV and I think he's a fantastic chef. Also, I sometimes make his recipes at home and I think his food is delicious. I think it would be fun and interesting to see him in person and learn how to cook something healthy with him.

b) **Aim** To describe a healthy meal

- Ask Ss to think of a healthy meal and what you need to make it and to write sentences describing it. Ss can work in pairs.
- Allow Ss time to complete the task.
- Ask individual Ss to read out their sentences in class.

Suggested Answer Key

One healthy meal that I like to make is fish pie. To make it, you need different kinds of fish and seafood like cod, salmon and prawns, white sauce, lemon juice, parsley and mashed potatoes to put on top of the fish mixture. You can also add a vegetable like peas to the sauce and fish mixture. As well as being healthy, this is also a really delicious meal.

2f Healthy eating

Vocabulary

1 **Aim** To present new vocabulary

- Go through the food/drinks 1-8 in the pictures and then read out the items in the list.
- Explain/Elicit the meanings of the words and then ask Ss to decide with their partner which food/drinks contain which of the items.
- Elicit answers from various pairs around the class and then play the recording for Ss to listen and check their answers. *sugar – fat – minerals – iron – protein – vitamins – salt*

Answer Key

- 1 red meat – iron and protein
- 2 fruit juice – sugar
- 3 poached egg – protein and vitamins
- 4 chocolate – sugar and fat
- 5 salad – vitamins and minerals
- 6 cola – sugar
- 7 fried egg – protein, vitamins, fat
- 8 mayonnaise – fat, sugar and salt

BACKGROUND INFORMATION

sugar: sweet substance which occurs naturally in food; when we eat it, the body converts it into energy

fat: substance contained in meat, cheese, butter which forms an energy store in our body

minerals: substances such as salt found in food/drink

iron: element in our blood and in food

protein: substance in meat, eggs, milk

vitamins: substances we need to remain healthy found in food, needed as a nutrient in small amounts by an organism

salt: substance in the form of white powder or crystals; it occurs naturally in sea water

2 **Aim** To read for general comprehension

- Explain the task and ask Ss to read the headings and then give them time to read the text again.
- Ss complete the task. Check Ss' answers. Ask Ss to justify their answers.

Answer Key

- 1 C (fruit juices, glass of cola)
- 2 A (healthy salad, instead of using heavy ...)
- 3 G (read the whole label)
- 4 D (chocolate, positive effect)
- 5 F (try frying them in olive oil instead of butter)
- 6 B (trim off fat, lean meat)

- Explain/Elicit the meanings of the words in the **Check these words** box or ask Ss to look them up in their dictionaries.

Suggested Answer Key

contain (v): to have inside

vitamin (n): a natural substance in food needed for good health (e.g. vitamin A, B, C, etc)

mineral (n): a substance in food needed for good health (e.g. iron)

creamy (adj): having a thick smooth texture

salad dressing (n): a sauce for salads

vinegar (n): acetic acid used to flavour food

olive oil (n): a liquid made from olives and used in cooking

fat-free (adj): having no fat

low-fat (adj): having little fat

label (n): the piece of paper on a product that gives information about it

flavour (n): taste

benefit (n): advantage

lower (v): to reduce

cholesterol (n): a substance found in your blood (having too much of it could cause heart disease)

source (n): the place where you get sth from

iron (n): an element essential for good health which occurs in blood and food

protein (n): a substance found in food such as meat, eggs, fish, cheese, etc that we need to grow and be healthy

lean (adj): not having very much fat

Grammar

3 **Aim** To present *-ing/to-infinitive*

- Go through the theory box.
- Explain/Elicit that we use the *-ing form* as the subject of a sentence, after *like, hate, dislike*, etc., after prepositions, after certain verbs e.g. *avoid, continue, deny*, etc., and with certain phrases e.g. *it's worth, can't stand*, etc.
- Explain/Elicit that the infinitive is the base form of the verb and that there are two kinds of infinitive forms: the *to-infinitive* and the *infinitive without to*. Explain that we use the *to-infinitive* to express purpose, after *would like, would prefer, would love*, after *too/enough*, and after certain verbs e.g. *ask, want, hope, promise*, etc.
- Explain that we use the *infinitive without to* after modal verbs and after the verbs *make* and *let*.
- Elicit any similar structures in Ss' L1.

(Ss' own answers)

4 **Aim** To practise *-ing/to-infinitive*

Give Ss time to complete the task and then check Ss' answers. Ss justify their answers.

Answer Key

- | | |
|----------------------|----------------------|
| 1 have, cook | 5 to eat, go, to buy |
| 2 to order, make | 6 to go, join |
| 3 to help, preparing | 7 to take, worrying |
| 4 eat | 8 to ask, helping |

5 **Aim** To practise *to-infinitive* and *-ing form*

Point out that this exercise practises the use of *to-infinitive* or *-ing form* after certain verbs with a change in meaning. Give Ss time to complete the task and then check Ss' answers. Ask Ss to check in the Grammar Reference section for differences in meaning.

Answer Key

- | | | |
|------------|-----------|------------|
| 1 to bake | 5 to eat | 9 to tell |
| 2 adding | 6 eating | 10 telling |
| 3 to go | 7 to turn | |
| 4 shopping | 8 meeting | |

Speaking & Writing

6 **Aim** To practise *(to) infinitive* and *-ing form* using personal examples

- Explain the task. Give Ss time to complete the task, referring back to the theory box as necessary.
- Check Ss' answers.

Suggested Answer Key

- I don't mind helping with the housework.
- I'm tired of eating the same food all the time.
- I can't stand cooking eggs.

5 I can bake well.

6 I'd rather not try sushi.

7 **Aim** To consolidate information in a text

- Read the rubric aloud and then give Ss a three-minute time limit to write some sentences.
- Ask various Ss around the class to read their sentences aloud.

Suggested Answer Key

I knew that fruit juice has a lot of sugar. I also knew that salads and eggs are healthy. I didn't know that good quality dark chocolate can lower your cholesterol.

2g Skills

Vocabulary

1 **Aim** To introduce new vocabulary

- Draw Ss' attention to the pictures.
- Play the recording. Ss listen and repeat chorally or individually. Check Ss' pronunciation.
- Elicit what the verbs are in their own language.

(Ss' own answers)

2 **Aim** To practise new vocabulary

- Ask Ss to use the vocabulary from Ex. 1 to complete the recipe.
- Allow time for Ss to complete the task.
- Play the recording. Ss listen and check their answers.

Answer Key

- | | | | |
|---------|--------|--------|--------|
| 1 Peel | 3 Melt | 5 Beat | 7 Stir |
| 2 slice | 4 Mix | 6 add | 8 Fry |

Listening

3 **Aim** To listen for specific information

- Explain the task and allow Ss time to read the statements.
- Play the recording. Ss listen and write T or F.
- Check Ss' answers.

Answer Key

- | | | | | |
|-----|-----|-----|-----|-----|
| 1 F | 2 F | 3 F | 4 T | 5 T |
|-----|-----|-----|-----|-----|

Speaking

4 **Aim** To practise giving instructions

- Ask Ss to work in pairs and to tell their partner how to make apple-cinnamon blini.
- Encourage Ss to use the conjunctions *first, next, then*, etc.
- Go around the classroom monitoring the activity.
- Ask some Ss to give instructions to the class.

Suggested Answer Key

First, peel and slice the apple. Then, melt the butter in a frying pan and cook the apple slices in the butter for 4 minutes. Next, mix the flour, salt, baking soda and cinnamon together in a large bowl. Beat the egg with half a cup of the sour cream and the milk, and then add it to the flour mixture. Finally, stir in the cooked apple. Put spoonfuls of the mixture into a hot frying pan and fry for a few minutes on each side. Serve the blini warm with a teaspoonful of sour cream on top.

2h Writing**1 Aim** To present informal writing style

- Go through the **Writing Tip** with Ss and explain when and why we use the informal writing style.
- Ask Ss to find examples in the email. Check Ss' answers.

Answer Key

Hi, Great to hear from you! (informal greeting), So, you want to know ... (everyday expression), Well, it's a traditional dish ..., it's very popular ..., It's very easy ... (short forms), Hope you can try it one day! (omitted pronoun), How about you?, Write soon! (informal closing remarks)

2 Aim To read for gist

- Explain the task.
- Allow time for Ss to complete the task.
- Check Ss' answers.

Answer Key

A 3 B 1 C 2

3 Aim To practise new vocabulary

- Elicit/Explain the meanings of the words.
- Explain the task.
- Allow time for Ss to complete the task.
- Check Ss' answers.

Answer Key

1 spicy 3 creamy 5 sweet
2 salty 4 delicious

4 Aim To analyse a rubric

- Go through the **Study Skills** box with Ss, explaining the importance of reading rubrics carefully.
- Draw Ss' attention to the rubric and the underlined words.
- Explain the task.
- Allow time for Ss to complete the task.
- Check Ss' answers.

Answer Key

- an email
- my English pen friend
- information about my favourite dish from my country (ingredients, how to make it and what it tastes like)
- 80-100 words

Writing**5 Aim** To write an email about a favourite dish

- Go through the plan and brainstorm in class and write Ss' ideas on the board. Write these phrases on the board. Ask Ss to copy them and use them in their email.

Useful phrases for emails giving advice

It's a traditional dish called ...	It's easy to make. First, chop/fry, etc.
It's very popular in my country.	Then, add/boil, etc.
It's a spicy dish with ...	We usually serve it with ...
	It's a tasty dish.

- Ask Ss to use their ideas and the plan provided to write their email.
- Check Ss' work.
- Alternatively, this task can be assigned as HW and checked in the next lesson.

Suggested Answer Key

Hi Georgia,
How are you? So, you want to know about my favourite dish from my country? Well, it's a dish called pelmeni and it's very popular here in Russia. Pelmeni is almost like ravioli. It's a little dumpling filled with meat. First, you make a soft dough with flour and water. Then you make little parcels from the dough and fill them with your meat mixture. You boil them for a few minutes and serve them with sour cream! They are delicious. You should try them! How about you? What's your favourite dish?
Write soon!
Anna

2i Curricular: Science**1 Aim** To brainstorm for topic-related vocabulary

- Ask Ss to write as many words as possible related to the body.
- Allow Ss time to write their words and compare with a partner.
- Ask various Ss for their words. Write them on the board and check Ss' understanding by saying a word and asking Ss to point to the relevant part of the body.

Suggested Answer Key

head, arm, leg, hand, foot, nose, ear, eye, shoulder, back, elbow, knee, mouth, chin, hair, finger, toe, nail, stomach, eyebrow, forehead

2 **Aim** To introduce the topic

- Ask Ss to look at the headings in the text and to think about what kind of food is good for the four parts of the body.
- Elicit ideas from around the class.
- Play the recording. Ss listen and read the text to find out.

Suggested Answer Key

The Brain: green vegetables, oily fish, cereals, bread, pasta

Muscles: meat, fish, eggs

Bones: milk, cheese, yogurt

The Skin: fruit, vegetables, nuts, cereals, oily fish

- Explain/Elicit the meanings of the words in the **Check these words** box or ask Ss to look them up in their dictionaries.

Suggested Answer Key

command (v): to direct, to control

nervous system (n): the network of nerves that runs through the body

control (v): to have power over sth

behaviour (n): the way sb acts

energy (n): the power to be physically and mentally active

fat (n): oily or greasy substance found in plants and animals that is very high in energy

oily (adj): containing a lot of oil or fat

carbohydrate (n): substance found in foods like cereals and potatoes that provides a lot of energy

breathe (v): to take air in and out of the lungs

pump blood (phr): (of the heart) to send blood around the body

digest (v): (of the body) to break down the food we eat

repair (v): to mend

muscle (n): a tissue in the body that helps us move

protein (n): a substance found in foods like meat and eggs that builds muscles

bone (n): a hard part inside your body that is part of your skeleton

support (v): to hold sth together

protect (v): to take care of

calcium (n): a substance found in foods like milk and cheese that is good for teeth and bones

sense of touch (n): the ability to feel things

3 **Aim** To read for specific information, to make notes under headings

- Draw Ss' attention to the table.
- Ask Ss to read the text again and to make notes under the headings in the table.
- Allow Ss time to make their notes.

- Ss then work in pairs to tell each other about each part of the body.
- Go around the class monitoring Ss' work.
- Ask various Ss to perform the task in class.

Suggested Answer Key

Organ/Body part	What to eat to keep it healthy
muscles	meat, fish, eggs
bones	milk, cheese, yogurt
the skin	fruit and vegetables, nuts, cereals, oily fish

Note: Point out to Ss that our skin only gives us our sense of touch from the inner layer, the dermis, which contains our nerve endings that are receptors for cold, heat, pain and pressure.

Suggested Answer Key

Our brain commands our nervous system and the way we behave. To keep it healthy we should eat green vegetables, oily fish and carbohydrates like cereals, bread and pasta.

The muscles are very important because they control our movements. Muscles need food that is high in protein, like meat, fish and eggs.

Bones give our bodies the support they need. To keep them healthy we should eat dairy products, including milk, cheese and yogurt.

Our skin protects our bodies and gives us our sense of touch. To keep it healthy we should eat a lot of fruit and vegetables as well as nuts, cereals and oily fish.

4 **Aim** To give a presentation on healthy eating and body parts

Explain the task and assign it for HW. Ss work in groups and do their research on the Internet, in encyclopaedias or other reference books, and present their findings in the next lesson.

Suggested Answer Key

The eyes are the body's camera. The light passes through the lens and the eye then 'records' a picture on the back part, called the retina. The retina sends a message to the brain and the brain tells you what you actually see. For healthy eyes we should eat food with lots of vitamins, like carrots, spinach, oranges, kiwi fruit and tomatoes.

The heart pumps about 70 millilitres of blood around our bodies with each beat. That's about 1,900 gallons of blood per day! Green vegetables like spinach, olive oil and oily fish, nuts and oats are all good for the heart.

Healthy hair needs foods like beans, chicken, eggs and nuts. They provide proteins and minerals to keep our hair shiny and strong. It protects our head from extremes of heat and cold.

Activity for weaker classes

Read out the suggested answer. Ask Ss to take notes, then write three sentences using their notes.

GAME

Aim To consolidate vocabulary from the module

- Divide the class into 2 teams. Each team takes turns writing or saying a sentence with one of the words/phrases in the list.
- Each correct sentence earns one point. If the sentence is incorrect, the team misses a turn.
- The team with the most points after all the words have been used wins.

Suggested Answer Key

Menton is a **resort** town.
 Would you like a **boiled egg** for breakfast?
 Apple pie is my favourite **dessert**.
 Chicken is **poultry**.
 This soup is very **creamy**.
 You can find cola in the **drinks aisle**.
 Milk and cheese are **dairy products**.
 You can get some ice cream from the **frozen food** section.
 You **grill** steaks on a barbecue.
 This soup is too **salty**. There's a lot of salt in it.
 Let's buy a big **tub of ice cream**.
 You can buy a **loaf of bread** at the bakery.
 Meat and fish contain **protein**.
 These chips are **deep fried**.
 Pretzels and bagels are **baked goods**.
 Waiters **serve** customers in a restaurant.
 My favourite **dish** is fish 'n' chips.
 These chips are **deep fried**.
 Pretzels and bagels are **baked goods**.
 Waiters **serve** customers in a restaurant.
 My favourite **dish** is fish 'n' chips.
 I eat **scrambled eggs** for breakfast.
 The restaurant has a lot of **customers** on Saturday nights.
 There's fried chicken on the **menu**.
 Can you **chop** the onions for me?
 Is this yogurt **low-fat**?
 I don't like **spicy** food like chili peppers.
 We couldn't **breathe** without our muscles.

- | | | | |
|---|-------------|----------|----------|
| 3 | 1 jam | 3 order | 5 fried |
| | 2 protein | 4 prawn | |
| 4 | 1 cold | 5 frying | 9 reduce |
| | 2 top | 6 jacket | 10 bunch |
| | 3 scrambled | 7 fast | |
| | 4 side | 8 cherry | |
| 5 | 1 from | 3 for | 5 with |
| | 2 of, from | 4 of | |

Quiz

Answer Key

- 145
- in the dairy products section
- a fish 'n' chip shop or restaurant
- dishes from a specific country or culture
- 20% of the energy from the food we eat
- have a free cooking lesson
- iron and protein
- over 200
- It covers our body, protects us and gives us our sense of touch.
- dairy products like milk, cheese and yogurt

Ss prepare their quiz in groups. Ask Ss to go through the pages of Module 2 and select information to compile their quiz. Ask groups to exchange quizzes, to do them, then to check their answers.

Suggested Answer Key

Quiz

- What are the most popular ethnic cuisines in the UK? (Indian, Chinese and Italian)
- What are baked goods? (cakes and biscuits)
- What has Jamie Oliver's 'Food Revolution truck' got in it? (eight cooking stations and TV plasma screens)
- What do the letters 'tsp' stand for? (teaspoon)
- What is the healthiest type of chocolate? (Good quality dark chocolate)
- How many muscles are in the human body? (over 600)
- When does the Lemon Festival in Menton take place? (every February to March)
- What kinds of food are carbohydrates? (cereals, bread and pasta)
- What do we need to build and repair muscles? (protein)
- In which section can you usually find pears in a supermarket? (the fruit and vegetables section)

Language in Use 2

- Fruit and vegetables:** broccoli, banana, cabbage, strawberries (grapes)
Meat and fish: beef, lamb, chicken, salmon (trout)
Desserts: apple pie, chocolate brownie, ice cream, waffles (cherry pie)
Drinks: milk, coffee, cola, tea (orange juice)

- | | | | |
|---|---------|--------------|---------------|
| 2 | 1 first | 3 fourteenth | 5 fortieth |
| | 2 two | 4 twentieth | 6 sixty-nine |
| | | | 7 one hundred |

Skills 2

Reading

- a) **Aim** To read for gist
 - Ask Ss to read the rubric and then skim the text to get the gist.
 - Elicit answers.

Answer Key

The text is about the history of pelmeni.

b) **Aim** To read for specific information

- Give Ss time to read the text and complete the task.
- Check Ss' answers. Ask Ss to justify their answers.

Answer Key

- 1 F (similar to ravioli)
- 2 F (brought from China to Siberia)
- 3 T (can be kept frozen for a long time)
- 4 T (you simply boil them)
- 5 F (any kind of meat ... mushrooms, onions, etc.)
- 6 T (available in the frozen food section)

Listening

2 a) **Aim** To prepare for a listening task

- Ask Ss to read the rubric and then underline the key words in the questions that they think will help them to complete the task.
- Check Ss' answers on the board.

Suggested Answer Key

- 1 radio quiz, three people take part, one answer correct, two chances to answer
- 2 tomato is a fruit, remembered how to cook it, learnt it at school, question trick
- 3 presenter advises not to answer too quickly, she guesses, rules how much time, only one chance
- 4 final question about, supermarket, man, king
- 5 presenter asks, where she lives, speak to another person, send her contact details

b) **Aim** To read for specific information and prepare for a listening task

- Ask Ss to read the extract and answer question 1 in the listening task. Check Ss' answer.
- Elicit which words from the question appear in the script.

Answer Key

The answer is A.

Words: three, contestants, one, answer, correct, two, question

c) **Aim** To listen for specific information

- Play the recording. Ss listen and complete the task.
- Check Ss' answers. Play the recording again for Ss to check their answers.

Answer Key

- 2 B 3 C 4 A 5 B

Speaking

3 a) **Aim** To give a talk

- Explain the task. Ask Ss to read the points to be included in their talk and underline the key words. Ask various Ss around the class each of the questions.
- Ss work in pairs. Give Ss time to give their talk while their partner listens, then they exchange roles. Remind Ss that they should speak clearly and confidently and should look their partner in the eye when speaking. Monitor the activity around the class.

Suggested Answer Key

I mostly eat at home with my family, but we occasionally eat out together for a special treat or a special occasion such as someone's birthday. When we eat at home, we usually eat something simple, like roast chicken and salad, or fish pie, and when we eat out we usually go for Italian food like spaghetti or pizza. We sometimes go to other types of ethnic restaurants, too, like Indian or Thai. I love curries! I also really enjoy eating all kinds of stir fries with prawns or beef and lots of vegetables. I think I have a generally healthy diet because I try to eat a balanced diet with plenty of fruit and vegetables and I don't eat too much junk food. I do enjoy sweet treats though such as biscuits and chocolate, but I try not to eat them too often!

b) **Aim** To compare your answer to a model answer

- Play the recording. Ss listen and compare their answer to the model answer.
- Ask various Ss around the class to tell the rest of the class how (dis)similar the answers are.

Suggested Answer Key

The answers were quite similar because we both answered all the questions but the model answer was longer than my answer. It was also more detailed. For instance, it gave a lot of examples of types of foods, whereas I gave fewer examples.

Writing

4 **Aim** To analyse a rubric and write a notice

- Explain the task and ask Ss to read the rubric.
- Give Ss time to read the statements 1-4 and mark them correctly.
- Check Ss' answers.

Answer Key

- 1 F 2 F 3 F 4 F

- Give Ss time to complete the task. Remind Ss that their notice should answer *wh*-questions such as *What is the event about? Where will it take place? When will it take place? How long will it last? What else will there be?* Ask Ss to check that their piece of writing answers all the points in the rubric. Check Ss' answers.

Suggested Answer Key

All students are welcome to attend
an International Food Night
on 24th March
7-12 pm
in the school auditorium.
Please bring a typical dish from your country.
Refreshments will be provided.

Russia 2

Reading & Listening

1 **Aim** To introduce the topic of the text

- Ask Ss to look at the picture and the title of the text. Ask Ss to try to answer the questions.
- Play the recording. Ss listen and follow the text in their books. Ask Ss if the text answers the questions, and if so, what the answers are.

Answer Key

Caviar is the salted eggs of sturgeon, a fish which lives in the Black and Caspian Seas. It's called 'food of the Tsars' because it used to be the favourite food of various Russian Tsars.

- Explain/Elicit the meaning of words in the **Check these words** box.

Suggested Answer Key

salted eggs (n pl): oval objects produced by a female fish eaten as food with salt on them

sturgeon (n): a large fish living in northern parts of the world; usually caught for their eggs, known as caviar

high quality (phr): very good indeed

main consumers (n pl): those who mostly eat, use or buy something

ton (n): unit of weight equal to 2240 pounds (UK)

produce (n): food grown in large quantities for sale

although (conj): despite the fact (that)

holiday feast (n): large & special meal eaten on a day when a religious or national festival is celebrated

special occasion (n): important event, ceremony or celebration e.g. a birthday, a wedding

2 **Aim** To read for specific information

Give Ss time to read the text again and complete the task, then check Ss' answers.

Answer Key

- 1 *Caviar comes from sturgeon, a fish which lives in the Black and Caspian Seas.*
- 2 *They didn't like it originally because they didn't like its taste.*
- 3 *It became a delicacy after Catherine the Great served it at a dinner in 1778.*
- 4 *Nowadays, people eat caviar at holiday feasts and special occasions.*

Speaking & Writing

3 **Aim** To consolidate information from the text

- Explain the task.
- Allow Ss time to complete the task in their notebooks. Remind Ss to use their own words if possible.
- Ss read out their sentences in closed pairs. Monitor the activity around the class.

Suggested Answer Key

Caviar is the salted eggs of sturgeon.

Catherine the Great served caviar at a dinner in 1778.

Caviar became the favourite food of many of the Russian Tsars.

Nicholas II was given around 11 tons of caviar each year by his fishermen.

Caviar can be rather expensive.

Caviar is often eaten around the world at holiday feasts.

4 **Aim** To find out how caviar is made

- Ask Ss to collect information about how caviar is made using the Internet or their school textbooks, encyclopaedias or other reference materials.
- Allow Ss time to collect their information and make notes in class. Alternatively, assign the task as HW.
- Invite Ss to present their information to the class.

Suggested Answer Key

To make caviar, you carefully take the fish eggs out of the 'skein' – the membrane that holds them. Then you rinse them, salt them and dry them in a colander. Finally, you put them into a clean glass jar and store them in the fridge.

Great people and legends

Topic

In this module Ss will explore the topics of famous people around the world and their great achievements.

Modular page

43

Lesson objectives: Overview of the module

Vocabulary: Great achievements (*painted the Mona Lisa, became the first president of the USA, walked on the moon, discovered America, invented the light bulb, won the Nobel Prize in Physics*)

3a Special talents

44-45

Lesson objectives: To read for specific information, to learn the past simple (regular verbs), to talk and write about da Vinci's achievements

Vocabulary: Past activities (*painted the Mona Lisa, invented an early flying machine, designed many machines, sketched plants & animals, studied the anatomy of the human body*); Verbs (*achieve, survive, consider, construct*); Nouns (*lifetime, engineer, industry, canal system, calculator, parachute, material, mirror, sculptor, philosopher, geologist*); Adjectives (*talented, intelligent, curious, incredible, accurate, detailed*); Phrases (*a whole range, ahead of their time, perfect proportions*); Past Participle (*based (on)*)

3b Historical figures

46-47

Lesson objectives: To do a quiz about ancient heroes, to read for specific information, to learn the past simple (irregular verbs), to revise *wh*-questions, to write a quiz about famous historical figures

Vocabulary: Origin (*Egyptian, Asian, Italian, South American, Roman, Macedonian*); Verbs (*lead, explore, bite, stab, conquer*); Nouns (*land, empire*); Adjective (*poisoned*); Phrases (*fight against armies, win a place in history, according to legend, win a battle*)

3c Culture Corner

48

Lesson objectives: To read for specific information, to write about a traditional celebration in your country

Vocabulary: Verbs (*sail, settle, survive, hunt, celebrate*); Nouns (*Pilgrims, land, ship, captain, voyage, crops, corn, feast, harvest, celebration, tradition*); Adjectives (*newly-discovered, ill, native*)

3d Everyday English

49

Lesson objectives: Discussing past activities, to learn about word stress

Vocabulary: Past activities (*go on a tour of historical buildings & gardens, see people in traditional clothing, watch a re-enactment of a battle, see actors playing famous people in history*); Sentences (*How was your weekend?, It was great, thanks., Did you have a nice time?, Yes, it was fantastic., That sounds interesting., Did you have a nice weekend?, I didn't do anything special.*)

3e Myths and legends

50-51

Lesson objectives: To listen and read for specific information, write a short text about a legendary creature in your country

Vocabulary: Legendary creatures (*giant, dragon, unicorn, sea monster, fairy, mermaid*); Verbs (*terrify, breathe fire, steal, win, lead (down), float, grab, dive, lock*); Phrasal Verb (*fill up*); Nouns (*neck, wings, magical powers, human, horn, legend, tales, step, hilltop, tip, hole, cliff, blood, stain, hut*); Adjectives (*long, huge, half, terrifying, mysterious, small, evil, popular, beautiful, sad, deep*); Adverb (*far away*); Phrases (*fall in love, get rid of, for good, be the end of, to this day*)

3f Events

52-53

Lesson objectives: To listen and read for gist, to listen for specific information, to learn the past continuous, to talk about past actions, to write about a theft

Vocabulary: Breaking the law (*vandalise a statue, burgle a house, rob/break into a museum, steal a painting, spray paint on a wall, escape out the back door, arrest the thief*); Verbs (*(someone) entered, (thief) escaped, (police) caught*); Phrasal Verb (*carried it off*); Nouns (*guard, precious artwork, huge international search, clue, guard on duty*); Phrases (*reopen its doors, unhooked from the wall, committed the crime, left his post, unlocked the door, attempted to sell, served a sentence*)

3g Skills

54

Lesson objectives: To learn some jobs & nationalities of famous people, to learn how to read years in English, to listen for specific information

Vocabulary: Jobs (*artist, nurse, writer, pop singer, president, scientist, physicist*); Nationalities (*Spanish, British, American, Polish, German, Italian*)

3h Writing

55

Lesson objectives: To write a biography of a famous person

Vocabulary: Linking words (*because, so, too, and, also, but*)

3i Curricular: History

56

Lesson objectives: To read for specific information, to give a presentation on a famous explorer

Vocabulary: Verbs (*sail, import, explore*); Nouns (*weaver, tip, trade route, supplies, sailing ship, gold, spice, cloth, ornament, coast, importance, sailor*); Adjectives (*southern, brilliant, brave*)

Language Review 3

57

Lesson objectives: To test/consolidate vocabulary and knowledge attained throughout the module, to play a game, to do a quiz, to write a quiz

Skills 3

58-59

Lesson objectives: To listen for specific information, to read for matching information, to extract relevant information from a text, to practise using indirect questions, to act out a dialogue, to write a formal letter including a biography

Russia 3

60

Lesson objectives: To read for specific information, to consolidate information, to give a summary, to narrate feelings, to find out information about a voyage

Vocabulary: Verbs (*establish, set sail, translate*); Nouns (*navigator, Imperial Navy, direct communication, permission, commander, leader, expedition, report, admiral, medal*);

►► What's in this module?

Read the title of the module *Great people and legends* and ask Ss to predict the content of the module (*the module is about famous people around the world and their achievements*). Go through the contents list and stimulate a discussion about what Ss will learn in the module.

Vocabulary

1 **Aim** To present famous people and their achievements

- Ask Ss if they recognise any of the people in the pictures.
- Allow Ss time to do the task individually and compare their answers with a partner.
- Play the recording for Ss to check their answers.
- Play the recording again with pauses for Ss to repeat individually or chorally.

Answer Key

A 2 B 3 C 5 D 1 E 4 F 6

OVER TO YOU!

Aim To practise talking about famous people and their achievements

- Elicit what each person was and write on the board: *Leonardo da Vinci – painter, George Washington – president, Neil Armstrong – astronaut, Christopher Columbus – explorer, Thomas Edison – inventor, Zhores Alferov – physicist*
- Ask different Ss to look at the pictures and say which famous person impresses them the most and why.
- Ask each S to name another famous person from history who impresses them. Allow Ss two or three minutes to think about their answers.

Suggested Answer Key

Leonardo da Vinci impresses me the most because he was a great painter. He painted the Mona Lisa. George Washington impresses me the most because he was a great president. He became the first president of the USA.

Neil Armstrong impresses me the most because he was a great astronaut. He was the first man who walked on the moon.

Christopher Columbus impresses me the most because he was a great explorer. He discovered America.

Thomas Edison impresses me the most because he was a great inventor. He invented the light bulb.

Zhores Alferov impresses me the most because he was a great physicist. He was the winner of the 2000 Nobel Prize in Physics.

Amelia Earhart really impresses me because she was a great pilot. She was the first female pilot to cross the Atlantic.

Queen Victoria really impresses me because she was a great queen. She ruled England for over 60 years and she was admired and respected by the people of her country.

3a Special talents

Vocabulary

- 1 **Aim** To present vocabulary related to past activities

- Read the list of verbs and direct Ss' attention to the pictures.
- Allow Ss time to complete the task.
- Play the recording for Ss to check their answers.
- Play again with pauses for Ss to repeat individually or chorally.

Answer Key

- | | | |
|------------|------------|-----------|
| 1 painted | 3 designed | 5 studied |
| 2 invented | 4 sketched | |

Reading

- 2 a) **Aim** To introduce the topic of the text, to listen and read for specific information

- Elicit from Ss what they know about Leonardo da Vinci to stimulate a discussion about the topic of the text.
- Ask Ss what else they would like to know about him and write four questions in their notebooks.
- Play the recording. Ss listen and follow the text and see if they can answer the questions.

Suggested Answer Key

- 1 When was he born? (In 1452)
 - 2 Where was he from? (Italy)
 - 3 What other paintings did he paint? (The Last Supper)
 - 4 What sort of machines did he design? (a helicopter, a calculator, a parachute and even robots)
- Go through the **Check these words** box and explain/elicite the meaning of the words.

talented (adj): having special natural abilities, like being creative or athletic

intelligent (adj): smart

curious (adj): wanting to learn more

lifetime (n): a period of time that one is alive for

achieve (v): to do sth with success

incredible (adj): amazing, astonishing

survive (v): to remain in existence

consider (v): to think of (sb) as (sth)

engineer (n): sb who designs machines and structures

industry (n): the people and companies involved in producing goods, like steel or cloth

accurate (adj): having no mistakes, exact

canal system (n): a waterway built by people for boats to travel through a city

construct (v): to build

based (on) (pp): modelled after or built according to

detailed (adj): very accurate, precise or thorough

a whole range (phr): a wide variety

ahead of their time (phr): very advanced for the time period

calculator (n): a small device used to make mathematical calculations

parachute (n): a piece of equipment made of thin cloth that people wear to safely jump from planes

material (n): element/thing you need to build, make sth or do an activity

mirror (n): a reflective glass ('mirror' writing means it was written backwards and could be read by reflecting it in a mirror)

perfect proportions (phr): accurate/balanced measurements

sculptor (n): sb who makes statues, usually out of clay or stone

philosopher (n): sb who seeks wisdom about or answers to the meaning of things such as life, truth, existence, etc

geologist (n): sb who studies the Earth's structure, surface and origins

- b) **Aim** To read for specific information

- Ask Ss to read the text again and complete the task.
- Elicit Ss' answers in class and check them.
- Ask Ss to correct the false statements.

Answer Key

- 1 F He learnt things by himself.
- 2 F Only about 15 survived.
- 3 NS
- 4 T
- 5 NS
- 6 F He used 'mirror' writing.

- c) **Aim** To consolidate information in a text

- Ask Ss to close their books and think of four things they learnt from the text.
- Ask various Ss to share their answers.

Suggested Answer Key

Da Vinci studied painting in Florence. In 2001, architects in Norway constructed a bridge designed by da Vinci. He had an idea for a robot. His famous drawing of the human body is called Vitruvian Man.

Grammar

- 3 **Aim** To present the past simple (regular verbs)

- Ss close their books.
- Write on the board: I/you/he/she/it/we/they **worked late yesterday** and explain that this is the affirmative form of the past simple of regular verbs. Elicit/Explain that we use this tense for completed past actions, we know when they happened. Then write: I/you/he/she/it/we/they **did**

not work and point out that this is the negative form. Then write: **Did** I/you/he/she/it/we/they work? Yes, I/you/he/she/it/we/they **did**./No, I/you/he/she/it/we/they **didn't**. to demonstrate how we form questions and short answers.

- Ss open their books and read the grammar table.
- Explain that most verbs form their past simple forms by adding **-ed**. Go through the spelling rules in the book and elicit/write further examples on the board.
- Ask Ss to find examples of the past simple in the text. Check their answers.

Answer Key

We form the past simple of regular verbs using the main form of the verb and adding the ending **-ed**.

Text examples: *designed, sketched, constructed, learned/learnt, achieved*.

When a verb ends in a consonant + **e**, we just add **d**.
Text examples: *achieved, lived, used*.

When a verb ends in a stressed vowel between two consonants, we double the last consonant and add **-ed**.

Example: *stop – stopped*

When a verb ends in a vowel + **l**, we double the **-l** and add **-ed**. Example: *travel – travelled, marvel – marvelled*

When a verb ends in a consonant + **y**, the verb drops the **y** and takes **-ied**. Text example: *studied*.

To form the negative of the past simple, we use **didn't** + the base form of the verb.

Text examples: *didn't finish, didn't want*.

To form questions in the past simple, we use **did** + subject + the base form of the verb.

4 **Aim** To practise the past simple

- Allow Ss time to complete the task individually.
- Check Ss' answers.

Answer Key

- | | | |
|-----------------------|-------------------|--------------------------|
| 1 <i>didn't paint</i> | 3 <i>died</i> | 5 <i>didn't discover</i> |
| 2 <i>started</i> | 4 <i>invented</i> | |

BACKGROUND INFORMATION

Vincent van Gogh (1853-1890) was a Dutch Impressionist painter. He saw little success during his lifetime and suffered from mental illness. He eventually shot himself at the age of 37. After his death he became known as one of the world's greatest painters and the founder of modern art. Some of his most famous works include: *Sunflowers* (1888), *The Starry Night* (1889) and *Portrait of Dr. Gachet* (1890).

Claude Monet (1840-1926) was a French Impressionist painter and a founder of the Impressionist Movement which is named after one of his paintings. His idea of creating series of paintings with a single theme or subject was unique. These are also among his best-known works such as *The Haystacks* (1890-91), *Water Lilies* (1883-1926), *Houses of Parliament* (1900-1904), and *Poplar Trees* (1891-1900).

Ludwig van Beethoven (1770-1827) was a German composer and pianist. He is one of the most famous composers of all time and continued to compose, conduct and perform even after he went completely deaf. He wrote nine symphonies, seven concerts, 32 piano sonatas, 10 violin sonatas, 16 string quartet sonatas, an opera and much more.

Diego Rodríguez de Silva y Velázquez (1599-1660) was a Spanish painter and portrait artist at the court of King Philip IV. He painted many portraits of the Spanish royal family as well as important scenes from history. His works include: *Las Meninas* (1656), *Rokeby Venus* (1644-48) and *The Surrender of Breda* (1634-35).

Alexander Graham Bell (1847-1922) was a Scottish scientist, inventor and a founding member of the National Geographic Society. He invented the first working telephone in 1876. He also invented many other things including different aerial vehicles, hydro-airplanes, a metal jacket that helped breathing, an audiometer to identify hearing problems and a device to find icebergs.

Isaac Newton (1643-1727) was an English physicist, astronomer, mathematician and philosopher. His work *The Principia* (1687) which describes universal gravitation and the three laws of motion had a huge effect on science. He also helped develop calculus, made other important mathematical breakthroughs and invented the first reflecting telescope.

Antoine Henri Becquerel (1852-1908) was a French physicist. He discovered radioactivity with Marie and Pierre Curie and they won the 1903 Nobel Prize in Physics.

5 **Aim** To practise the past simple interrogative

- Allow Ss time to complete the task in closed pairs.
- Check Ss' answers.

Answer Key

- 2 *Did Leonardo da Vinci sketch plants and animals? Yes, he did.*
- 3 *Did Mozart invent an early flying machine? No, he didn't.*
- 4 *Did your parents visit a museum yesterday? Yes, they did./No, they didn't.*
- 5 *Did you study History last Monday? Yes, I did./No, I didn't.*

Speaking & Writing

6 **Aim** To consolidate information from a text

- Ask Ss to close their books and think of da Vinci's achievements.
- Ask Ss to write a few sentences about which of da Vinci's achievements impressed them the most.

- Ask various Ss to share their answers in class.

Suggested Answer Key

The achievement that impresses me the most is the Vitruvian Man sketch which presents the perfect proportions of the human body. It is probably the most popular drawing in the world.

3b Historical figures

Vocabulary

1 **Aim** To present vocabulary related to leaders

- Direct Ss' attention to the pictures. Ask if Ss know any of these people.
- Allow Ss time to complete the task.
- Play the recording for Ss to check their answers.
- Give Ss time to make sentences, then check Ss' answers.

Answer Key

- Genghis Khan was an Asian warrior.
- Marco Polo was an Italian explorer.
- Manco Cápac was a South American leader.
- Julius Caesar was a Roman ruler.
- Tutankhamun was an Egyptian king.
- Alexander the Great was a Macedonian king.

BACKGROUND INFORMATION

Tutankhamun was an Egyptian king from the 18th dynasty. He was the son of Akhenaten. He spent his time as king building monuments and temples. The discovery of his tomb in 1922 created worldwide interest and today his burial mask is the iconic image of ancient Egypt.

Genghis Khan was a Mongol leader and warlord. He created the Mongolian empire by joining together lots of tribes in northeast Asia. People think of him as the founder of Mongolia.

Marco Polo was a Venetian merchant who travelled from Europe to China and all over Asia with his father and uncle. They returned to Italy after 24 years. Their journey helped to create new maps and inspired other explorers.

Cleopatra was an Egyptian queen and the last of the Pharaohs to rule Egypt. She famously joined forces with the Roman statesman, Caesar and then with his general, Mark Antony. She struggled to keep Egypt independent, but when she was defeated she killed herself with a poisonous snake.

Julius Caesar was a Roman general and statesman. He helped to create the Roman Empire. He started and won a civil war and reformed Roman society and government. A group of senators murdered him because they wanted to change things back. His adopted son Augustus established a permanent Roman Empire.

Listening & Reading

2 **Aim** To do a quiz about ancient heroes

- Explain the task.
- Ask Ss to read through the questions and discuss the answers with their partners.
- Allow Ss time to do the task.
- Play the recording for Ss to check their answers.
- Go through the **Check these words** box and explain/elicite the meanings of the words.

Suggested Answer Key

lead (v): to be in charge of, to govern

fight against armies (phr): to battle against groups of people in war

explore (v): to travel, for the purpose of discovery

land (n): territory, country or region

win a place in history (phr): to be widely remembered after many years

empire (n): a group of countries ruled over by a leader called an emperor

according to legend (phr): as shown/stated by an old and possibly true story

poisoned (adj): containing a harmful or deadly substance

bite (v): to grip or cut into with teeth

stab (v): to pierce into with a pointed weapon/object

conquer (v): to take by force, usually using armies

win a battle (phr): to succeed in defeating sb or an army in battle

Answer Key

1 C 2 A 3 C 4 B 5 A 6 C

Grammar

3 a) **Aim** To present the past simple (irregular verbs)

- Write on the board: *I played tennis. I went to Canada.* Elicit past simple regular verbs -ed ending. Explain that some verbs have their own irregular past simple forms which Ss have to learn.
- Go through the grammar table with Ss. Elicit that irregular verbs form their past simple negative, interrogative and short answers in the same way as regular verbs.
- Refer Ss to the list of irregular verb forms at the back of the Ss' Book.

Answer Key

Irregular verbs have their own past simple forms. Each verb is different.

*To form the negative of the past simple with irregular verbs, we use **didn't** + the base form of the verb. To form the interrogative, we use **did** + subject + the base form of the verb.*

b) Aim To practise the past simple of regular/irregular verbs

- Read the list of verbs and elicit which are regular and which are irregular.
- Allow Ss time to complete the task.
- Elicit answers around the classroom.

Answer Key

- | | | |
|------------------|-----------------|------------------|
| 2 fought (I) | 8 built (I) | 14 stabbed (R) |
| 3 explored (R) | 9 travelled (R) | 15 came (I) |
| 4 did (I) | 10 set out (I) | 16 saw (I) |
| 5 won (I) | 11 died (R) | 17 conquered (R) |
| 6 started (R) | 12 ate (I) | 18 was (I) |
| 7 discovered (R) | 13 bit (I) | |

4 a) Aim To practise the past simple of regular/irregular verbs

- Explain the task.
- Allow Ss time to do the task.
- Elicit Ss' answers and write them on the board.

Answer Key

- | | | |
|--------------|-------------|-------------|
| 1 became (I) | 5 found (I) | 9 ate (I) |
| 2 ruled | 6 had (I) | 10 happened |
| 3 died | 7 opened | |
| 4 buried | 8 got (I) | |

b) Aim To read for specific information

- Explain the task. Choose one S to read the example aloud. Allow Ss time to do the task.
- Check Ss' answers.

Answer Key

- 2 Carter didn't find the tomb 2,000 years after Tut's death. He found it 3,000 years after Tut's death.
- 3 The tomb didn't have a beautiful silver mask inside. It had a beautiful gold mask inside it.
- 4 Carter didn't die soon after finding the tomb. One of Carter's men died soon after finding the tomb.
- 5 A cobra didn't eat Carter's pet dog. It ate Carter's pet bird.

5 Aim To practise the simple past interrogative

- Give Ss time to complete the task.
- Ask Ss in pairs to read out their questions and answers in class.

Answer Key

- 2 Did Cleopatra speak Greek? Yes, she did.
- 3 Did Alexander the Great begin the war against Persia in 334 BC? Yes, he did.
- 4 Did Genghis Khan have two sons? No, he didn't.
- 5 Did Marco Polo grow up in Venice? Yes, he did.

6 a) Aim To revise and practise *wh*-questions

- Go through the example sentences with Ss.

- Play the recording for Ss to listen and repeat.
- Ask Ss to pay attention to the rising intonation in *wh*-questions.
- Ss find examples of *wh*-questions in the quiz in Ex. 2.

Answer Key

Which empire did Genghis Khan start? When did he return home? Who said "I came, I saw, I conquered."? How old was Alexander the Great when he died?

b) Aim To practise asking and answering questions

- Ss work in pairs asking and answering questions about King Tut. Check around the class and offer help if necessary.
- Invite some pairs to ask and answer in class.

Suggested Answer Key

B: How long did he rule Egypt?

A: Nine years. When did he die?

B: At the age of 18. Where did the people bury him?

A: In the Valley of the Kings in southern Egypt. When did Howard Carter find his tomb?

B: Over 3,000 years later, in 1922. What did the tomb have inside it?

A: It had a lot of treasures, including a beautiful gold mask. What happened after Carter opened the tomb?

B: One of his men died. What happened to Carter's pet bird?

A: A cobra ate it.

B: Why do people believe these things happened?

A: Because of a terrible ancient curse.

Writing

7 Aim To write a quiz about famous historical figures

- Ask Ss to work in pairs and collect information from the Internet using the key words in the search bar or from their school textbooks, encyclopaedias or other reference books.
- Allow Ss time to collect their information and write their quizzes. Alternatively, assign the task as HW.
- Ask Ss to swap their quizzes with another pair and try to complete it.

Suggested Answer Key

1 Who was Anne Boleyn married to?

A Philip II B Louis XIV C Henry VIII

2 Which island did Napoleon Bonaparte live in exile on from 1814 to 1815?

A Patmos B Corsica C Sicily

3 Which American president abolished slavery?

*A Abraham Lincoln C Thomas Jefferson
B George Washington*

- 4 What was James Cook famous for discovering?
(A) Australia B America C Africa
- 5 What was William Shakespeare's job?
A a painter B a scientist (C) a writer
- 6 Where was Mozart born?
A Germany (B) Austria C Belgium

3c Culture Corner

1 **Aim** To read for specific information

- Ask Ss to read the title and look at the map. Elicit which continents (*Europe, North America*) and ocean (*the Atlantic*) they can see. Elicit the route shown on the map (*from England to North America*).
- Ask Ss if they know who the Pilgrims were and what they know about them.
- Ask Ss to read through the sentences 1-7 then allow Ss time to read the text and decide which sentences are true and which are false.
- Play the recording. Ss listen and follow the text in their books and check their answers. Ask Ss to correct the false statements.

Answer Key

A group of people who left England to start a new life in North America.

- 1 F (*They sailed to North America from England.*)
- 2 T
- 3 F (*It took 66 days.*)
- 4 T
- 5 T
- 6 F (*They had a big celebration the next autumn.*)
- 7 F (*They taught them how to fish, hunt and grow crops, such as corn.*)

- Explain/Elicit the meaning of the words in the **Check these words** box.

Suggested Answer Key

Pilgrims (n): a group of people who left England and settled in North America in 1620

sail (v): to travel by ship or boat

newly discovered (adj): recently found out

land (n): a place/territory

ship (n): a very large boat

captain (n): the leader of the ship

voyage (n): a long journey on a ship

ill (adj): sick

settle (v): to set up/to establish residence in a new place

survive (v): to stay alive

native (n): (of an American) sb that belongs to one of the groups that lived in North America before Europeans arrived

hunt (v): to search for animals to use for food

crop (n): a plant such as wheat and rice that people grow for food

corn (n): a type of crop that has yellow seeds called kernels, also called maize

celebrate (v): to do sth enjoyable because of a special event

feast (n): a large meal, usually shared by many people

harvest (n): the crops gathered in a season

celebration (n): a party or gathering

tradition (n): a custom that has existed for a long time

2 **Aim** To practise new vocabulary

- Explain the task.
- Allow Ss time to complete the task.
- Check Ss' answers.

Answer Key

- | | | |
|--------------------|-----------|-----------|
| 1 Pilgrims | 5 settled | 9 harvest |
| 2 sailed | 6 survive | 10 feast |
| 3 newly discovered | 7 hunt | |
| 4 voyage | 8 crops | |

- Explain the task.
- Give Ss time to complete the task.
- Check Ss' answers.

3 **Aim** To consolidate information in a text

- Ask Ss to use their imagination and play the role of one of the natives.
- Allow Ss three minutes to write sentences describing the Pilgrims' arrival and settling in. Tell Ss to describe their feelings towards the Pilgrims.
- Ask various Ss to read their sentences in class.

Suggested Answer Key

About a year ago a ship arrived carrying a big group of people. They spoke a strange language and wore strange clothes. We were scared at first, but not any more. We even helped them to plant crops and hunt on our land. They had a big feast to celebrate the harvest and they invited us.

4 **Aim** To write about a traditional celebration

- Go through the short text about how Americans celebrate Thanksgiving nowadays. Ask if there's a similar celebration in Ss' country.
- Ask Ss to collect information from the Internet or from their school textbooks, encyclopaedias or other reference books, about a traditional celebration in their country.
- Allow Ss time to collect their information and write a few sentences about it. Alternatively, assign the task as HW.
- Ask various Ss to talk about the celebration.

Suggested Answer Key

A traditional celebration in my country is Canada Day. This celebrates the day that Canada became a nation. Every year on July 1st people celebrate with their friends and family with picnics, barbecues, fireworks, parades and more. It is a national holiday so schools and businesses close for the day.

3d Everyday English

1 **Aim** To present new vocabulary

Refer Ss to the pictures and activities and play the recording with pauses for Ss to repeat. Check for correct pronunciation.

BACKGROUND INFORMATION

Colonial Williamsburg is a living history museum in Williamsburg, Virginia, USA. The whole town is as it was in the 18th century with restored or rebuilt buildings and features. The people who work there re-enact all aspects of everyday life at that time and dress and talk as the people did then. It is a popular tourist destination and visitors can see famous historical figures, battle re-enactments, arts and crafts demonstrations and outdoor performances.

2 a) **Aim** To present situational language

- Ask Ss to read the sentences.
- Play the recording with pauses for Ss to repeat. Check for correct pronunciation.

b) **Aim** To listen and read for specific information

- Play the recording and ask Ss to follow the text in their books.
- Elicit answers to the questions from around the class.

Answer Key

John went on a day trip to Colonial Williamsburg last weekend. He went on a tour of some historical buildings and gardens. He met actors playing famous people from the past, like George Washington. He also watched a re-enactment of the Battle of Williamsburg.

3 **Aim** To present synonymous phrases

- Read out the phrases. Refer Ss back to the dialogue to find the synonymous ones.
- Check Ss' answers.

Answer Key

*I want to visit that place. – I'd really like to go there!
Did you enjoy the visit? – Did you have a nice time?
I think you had a nice time. – That sounds very interesting!
It was just a normal weekend. – I didn't do anything special.*

Intonation

4 **Aim** To present and practise word stress

- Explain the meaning of a stressed syllable (*emphasis on a syllable to make it more pronounced than the rest of the word*) and weak vowel (*unstressed in pronunciation*).
- Play the recording with pauses for Ss to repeat chorally and individually.
- Play the recording again for Ss to listen and mark the stressed syllables and the weak vowels in the words 1-6.

Answer Key

- | | | |
|-----------------|-----------------|-------------------|
| 1 <i>báttlê</i> | 3 <i>gârdên</i> | 5 <i>învênt</i> |
| 2 <i>încldê</i> | 4 <i>fâmoûs</i> | 6 <i>Sâtûrday</i> |

5 **Aim** To act out a dialogue

- Refer Ss to the dialogue in Ex. 2b and tell them to read it again.
- Refer Ss to the sentences in Ex. 2a.
- In closed pairs, ask Ss to act out a similar dialogue using the sentences in Ex. 2a and the plan.
- Monitor the activity round the class. Help Ss if necessary.
- Ask some pairs to act out their dialogues in class.

Suggested Answer Key

A: *Hi Jenny, how was your weekend?*

B: *It was great, thanks. I went to the cinema on Saturday and on Sunday I went to the beach.*

A: *Oh, really? Did you have a nice time?*

B: *Yes, it was great. We saw a great film and guess what! I met your cousin, too! He was there with Tom and Ann and then, we all went for pizza. What about you? Did you have a good weekend?*

A: *Oh, I didn't do anything special. I just read a book and then on Sunday I went to the cinema.*

3e Myths and legends

Vocabulary

1 **Aim** To present new vocabulary

- Direct Ss' attention to the legendary creatures.
- Ask Ss if they know anything about them.
- Play the recording with pauses for Ss to repeat individually and chorally.
- Allow Ss time to do the task and compare their answers with a partner.
- Check Ss' answers and elicit synonyms/L1 equivalents for the words in bold.

Answer Key

- | | | | | | |
|-----|-----|-----|-----|-----|-----|
| 1 D | 2 E | 3 A | 4 C | 5 B | 6 F |
|-----|-----|-----|-----|-----|-----|

Suggested Answer Key

look like (v): to be similar to

long (adj): not short

neck (n): a body part that connects the head to the shoulders

wing (n): one of the parts of a bird/plane that helps it fly

magical powers (pl n): special, supernatural abilities

human (n): a person, a human being

huge (adj): very large

terrify (v): to scare sb a lot

horn (n): a hard, pointed body part attached to the head of an animal

breathe fire (phr): to make fire come out of the mouth

half (adj): one of two (nearly) equal parts

2 **Aim** To talk about legendary creatures

Ask various Ss to tell stories in class about any of the creatures in Ex. 1.

Suggested Answer Key

Once there was a boy called Jack. Jack and his mother were very poor so Jack went to market to sell their last cow. He only got five beans for it and his mother was very angry. She threw the beans out of the window. The next morning, there was a huge beanstalk outside, reaching up into the clouds. Jack climbed to the top and found a giant's castle. The giant smelt the boy, but his wife hid the boy until he could escape. She also gave him some gold coins. The next time Jack went up the beanstalk, he stole a goose that laid golden eggs. On the last visit, Jack took a magic harp that could talk. It called out to the giant for help. The giant chased Jack down the beanstalk, but Jack cut down the beanstalk with an axe. The giant fell and died. After that, Jack was rich and he lived happily with his mother.

Listening & Reading

3 **Aim** To predict the content of the text

- Refer Ss to the title and subheadings in the text and elicit what Ss know about these myths.
- Play the recording and ask Ss to follow the text in their books to see if they were correct.

Suggested Answer Key

The first myth is about a giant called Bolster who terrified people. He fell in love with a girl and ended up dying for her. The second myth is about a mermaid called lara. A man went fishing with his father. She sang to him and pulled him under the water to be with her.

- Explain/Elicit the meaning of the words in the **Check these words** box.

Suggested Answer Key

legend (n): a story from the past that is not proven to be true

terrifying (adj): very scary

mysterious (adj): puzzling, strange

tale (n): story

step (n): a movement made by lifting up one foot and putting it down again or the distance covered by this movement

hilltop (n): the highest part of a small mountain

tip (n): the pointed end

terrify (v): to cause others to be scared or fearful

steal (v): to take sth from sb without their permission

fall in love (phr): to start having feelings of love for sb

get rid of (phr): to do sth to make sb leave because they are annoying or unwanted

for good (phr): finally and forever, permanently

win (v): to gain

fill up (phr v): to make sth become full

hole (n): an opening/cavity in sth solid

cliff (n): a high and steep face of rock

blood (n): a red liquid that the heart pumps through the body

lead (down) (v): to go in a particular direction

be the end of (phr): to not exist anymore, to not be a problem anymore

stain (n): a dirty or discoloured spot

hut (n): a small, simple shelter (usually with one or two rooms)

float (v): to stay on top of liquid without sinking

grab (v): to take or grasp sth suddenly

dive (v): to jump headfirst into deep water

to this day (phr): until now

deep (adj): being far beneath the top

lock (v): to secure sth using a key

far away (phr): at a great distance from

4 a) **Aim** To read for detailed comprehension

- Ask Ss to read the text again and allow Ss time to complete the task and compare with their partners.
- Check Ss' answers.

Answer Key

- travel from hilltop to hilltop/six miles in one step
- Cornwall, England
- asked her to marry him
- all his blood
- his dream
- into the water
- the sad song of lara (the mermaid)

b) **Aim** To practise asking and answering questions

- Ask Ss to form closed pairs and practise asking and answering questions based on the text.
- Monitor the activity around the class and then ask various pairs to ask and answer in class.

Suggested Answer Key

A: Where did Bolster the giant live?

B: In Cornwall on the southwestern tip of England. What did he steal?

A: He stole sheep. Who did he fall in love with?

B: A girl called Agnes. What did he ask her?

A: He asked her to marry him. Did Agnes want to?

B: No, she didn't. What did she do?

A: She asked him to fill a small hole with his blood. Did he do it?

B: Yes, he did. Where did the hole lead?

A: It led to the sea. What happened next?

B: He lost all his blood and died. Is this a popular legend?

A: Yes, it is. People say you can still see a red stain on the cliffs.

A: Where did lara the mermaid come from?

B: Brazil. Where did she live?

A: In the Amazon River. What did the young man dream about?

B: A beautiful woman singing a sad song. Where did he go the next day?

A: He went fishing. What did he see?

B: He saw the woman from his dream. What did she do?

A: She sang to him. What did he do?

B: He went towards her. What happened?

A: She grabbed him and pulled him under the water. What happened after that?

B: His father never saw him again. What do people say today?

A: They say they can sometimes see a mermaid in the water. What do they do if they hear lara's sad song?

B: They lock their doors and stay away from the river.

5 a) **Aim** To consolidate new vocabulary

- Explain the task.
- Allow Ss time to complete it.
- Check Ss' answers.

Answer Key

- | | | |
|------------|-------------|--------------|
| 1 far away | 3 terrified | 5 get rid of |
| 2 grabbed | 4 legend | 6 lock |

b) **Aim** To narrate a story

- Ask Ss to look at the pictures.
- Invite various Ss to tell the legends in their own words.

Suggested Answer Key

Bolster the giant lived in Cornwall, England. He was huge and he could walk from one hilltop to the other. He terrified the local people and stole sheep. One day, he met a girl called Agnes and fell in love with her. He asked her to marry him. Agnes didn't want to. She made a plan to get rid of him. She told him to go to a cliff and fill up a hole with his blood. The giant lost all his blood in the sea and died. Agnes was then free. A young man had a dream one night. He saw a beautiful young woman singing a sad song. The next day, he went out in a fishing boat with his father. He saw the woman from his dream singing to him. She was a mermaid and she grabbed him and pulled him into the water. His father never saw him again.

6 **Aim** To recognise adjectives and their synonyms

- Read the **Study Skills** box with Ss.

- Elicit that a synonym is a word with a similar meaning to another.
- Allow Ss time to do the task.
- Check Ss' answers.

Answer Key

unhappy – sad

strange – mysterious

unsafe – dangerous

tiny – small

gorgeous – beautiful

scary – terrifying

wicked – evil

well-known – popular

Speaking & Writing

7 a) **Aim** To consolidate information in a text

- Give Ss three minutes to complete the task.
- Ask different Ss to read out their sentences in class.

Suggested Answer Key

I don't think that the stories are true. I think people made these stories up for fun. People in the past didn't have television or cinema, so they made up stories instead.

b) **Aim** To write a short story

- Allow Ss time to write about a legendary creature from their country.
- Ask various Ss to read their stories in class.

(Ss' own answers)

3f Events

Vocabulary

1 a) **Aim** To present vocabulary related to breaking the law

Play the recording. Ss listen and repeat chorally or individually. Pay attention to Ss' intonation.

b) **Aim** To present vocabulary relating to school rules

Read the example sentence aloud and then elicit similar sentences from various Ss around the class.

Suggested Answer Key

Last month someone vandalised a statue in the town centre. We were angry.

Reading

2 **Aim** To predict the content of a text

- Ask Ss to read through the **Check these words** box and then look at the picture.
- Elicit what Ss think the text is about.

- Play the recording. Ss listen and follow the text in their books and find out.

Suggested Answer Key

I think the text is about the theft of a precious artwork (the Mona Lisa) from a museum.

- Explain/Elicit the meanings of the words in the **Check these words** box or ask Ss to look up the meanings of the words in their dictionaries.

Suggested Answer Key

guard (n): a person who protects sb/sth

reopen its doors (phr): to open to the public again after having been closed for some time

(someone) entered (v): (someone) got into a room or a building

unhooked from the wall (phr): removed from the wall (by undoing the hooks)

carried (it) off (phr v): took it away

thief escaped (phr): person who stole sth got away

precious artwork (n): a valuable piece of art

huge international search (n): an organised manhunt around the world

clue (n): an object or piece of information that helps to solve a crime

committed the crime (phr): did the illegal act

guard on duty (phr): the person who was working to protect sb/sth at a certain time

left his post (phr): (of a guard, etc.) went away from the place which they were supposed to guard

unlocked the door (phr): opened the door with a key

attempted to sell (phr): tried to get sb to buy sth

(police) caught (v): police arrested

served a sentence (phr): went to prison for a period of time

3 **Aim** To read for specific information

- Explain the task and ask Ss to read through the questions 1-5 and the 4 possible answers for each one.
- Give Ss time to read the text again and complete the task.
- Check Ss' answers.

Answer Key

- 1 B (before reopening its door to the public on Tuesday)
- 2 B (it wasn't until the following day)
- 3 C (was hiding ... within the museum)
- 4 C (in his small Paris flat)
- 5 C (Florence ... caught Peruggia)

4 **Aim** To consolidate new vocabulary

- Explain the task and give Ss time to complete the task, using their dictionaries to help them if necessary.
- Check Ss' answers.

Answer Key

- | | | |
|-------------|------------|------------|
| 1 removed | 5 catch | 9 resides |
| 2 admitted | 6 unhooked | 10 attempt |
| 3 committed | 7 assume | |
| 4 inspire | 8 hurry | |

Grammar

5 **Aim** To present the past continuous

- Direct Ss' attention to the theory box and ask various Ss to read sections of it aloud.
- Explain/Elicit that we form the past continuous affirmative with *personal pronoun + was/were + base form of the verb + -ing*; we form the negative form of the past continuous with *personal pronoun + wasn't/weren't + base form of the verb + -ing*; and we form the interrogative form of the past continuous with *was/were + personal pronoun + base form of the verb + -ing*.
- Explain that we use the past continuous for actions happening at a certain time in the past, two or more actions happening at the same time in the past and to give background information in a story.

Answer Key

were working, was shooting, was hiding

6 **Aim** To practise the past continuous

Explain the task and give Ss time to complete it. Then check Ss' answers around the class.

Answer Key

- | | |
|------------------------------|---------------------|
| 1 was reading | 4 Were ... watching |
| 2 were looking | 5 was shining, was |
| 3 was waving, (was) shouting | blowing |

Speaking & Writing

7 **Aim** To practise the past simple and the past continuous using personal examples

- Explain the task and give Ss time to write their sentences.
- Check Ss' answers by asking various Ss to share their answers with the rest of the class.

Suggested Answer Key

I visited a museum yesterday morning.

Last Wednesday afternoon, I was doing my homework.

The last time I travelled abroad was a week ago.

While I was playing computer games last night, the lights went out.

At 8 o'clock last night I was watching TV.

I was playing computer games when the ground started shaking.

8 Aim To paraphrase information in a text as a first-person narrative

- Explain the task and give Ss time to read the text again and paraphrase the information and summarise the discovery of the theft of the painting as a first-person narrative.
- Ask various Ss to read their account to the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

On that Monday, I went to work as usual. I noticed the Mona Lisa wasn't on the wall, but I assumed, like everyone else, that the official photographer was taking photographs of it. It wasn't until Tuesday morning when the painting still wasn't back that I thought something was wrong. I asked the photographer if he had it. When he said no, I started to panic. I told the head of security and he called the police. Everyone was very worried and upset. We couldn't understand where the Mona Lisa was!

3g Skills

Vocabulary

1 Aim To present new vocabulary

- Refer Ss to the pictures of famous people and elicit who these people are and what Ss know about them. Use the background information to stimulate a discussion.
- Allow Ss time to do the task.
- Play the recording for Ss to check their answers.

Answer Key

A 1	C 6	E 7	G 2
B 4	D 5	F 3	

BACKGROUND INFORMATION

Salvador Dalí was a Spanish surrealist artist who created unusual paintings, sculptures, drawings and photographs. His best-known works are *The Persistence of Memory* (1931) and *Swans Reflecting Elephants* (1937).

Albert Einstein was a physicist and philosopher. He was born in the Kingdom of Württemberg which is now part of Germany. He is most famous for his Theory of Relativity which contains the equation $E=MC^2$.

Marie Curie was a Polish chemist and physicist who lived and worked in France. She discovered polonium and radium, created a theory of radioactivity and won two Nobel Prizes.

Florence Nightingale was a British nurse and writer who pioneered modern nursing during the Crimean War. She was named after the Italian city she was born in, but her parents were English and she grew up in England. Many people came to know her as 'the lady of the lamp'.

Michael Jackson was a world-famous pop star from the USA. Guinness World Records call him the most successful entertainer of all time.

Charles Dickens was a famous English writer. His Victorian novels are classics of English literature. They are popular all over the world, and have never gone out of print. Some of his most famous novels are *Oliver Twist* (1837-39), *David Copperfield* (1849-50) and *Bleak House* (1853).

Abraham Lincoln was the 16th American president and is famous for his involvement in the American Civil War and the abolition of slavery.

Speaking

2 Aim To practise asking and answering questions

- Explain the task and read the *Study Skills* box aloud.
- Ask Ss to work in pairs and ask and answer questions about the famous people, as in the example.
- Monitor the activity around the classroom and then ask some pairs to ask and answer in class.

Answer Key

- 2 A: *Who was Albert Einstein?*
B: *He was a German physicist.*
A: *Where was he born?*
B: *In Ulm in the Kingdom of Württemberg, Germany.*
A: *When was he born?*
B: *In 1879.*
A: *When did he die?*
B: *In 1955.*
- 3 A: *Who was Marie Curie?*
B: *She was a Polish scientist.*
A: *Where was she born?*
B: *In Warsaw, Poland.*
A: *When was she born?*
B: *In 1867.*
A: *When did she die?*
B: *In 1934.*
- 4 A: *Who was Florence Nightingale?*
B: *She was a British nurse.*
A: *Where was she born?*
B: *In Florence, Italy.*
A: *When was she born?*

B: In 1820.

A: When did she die?

B: In 1910.

5 A: Who was Michael Jackson?

B: He was an American pop singer.

A: Where was he born?

B: In Indiana, USA.

A: When was he born?

B: In 1958.

A: When did he die?

B: In 2009.

6 A: Who was Charles Dickens?

B: He was a British writer.

A: Where was he born?

B: In Portsmouth, England.

A: When was he born?

B: In 1812.

A: When did he die?

B: In 1870.

7 A: Who was Abraham Lincoln?

B: He was an American president.

A: Where was he born?

B: In Kentucky, USA.

A: When was he born?

B: In 1809.

A: When did he die?

B: In 1865.

Listening

3 **Aim** To listen for specific information (multiple choice)

- Read the **Study Skills** box with Ss.
- Allow Ss three minutes to read the questions and possible answers in their books and elicit the possible content of the recording.
- Play the recording. Ss listen and choose the correct answer.
- Check Ss' answers. Play the recording again with pauses for Ss to check their answers.

Answer Key

1 C 2 B 3 B 4 C 5 A 6 C

3h Writing

1 **Aim** To read for gist

- Allow Ss three minutes to read the text in their books.
- Elicit answers to the questions in the rubric.
- Read the **Writing Tip** box with Ss.

Answer Key

Frida Kahlo was a Mexican artist. She was famous for a style that combined Mexican folk art with surrealism.

2 a) **Aim** To scan a text

- Ask Ss to scan the text and find examples of phrases showing the sequence of events.
- Check Ss' answers.

Answer Key

- on 6th July, 1907
- As a child
- in 1922
- at the age of 18
- It was then that
- When Frida was 21
- in 1929
- Nine years later
- on 13th July, 1954

b) **Aim** To give a summary from notes

- Write the headings on the board and give Ss time to prepare their answers. Elicit Ss' answers and write them under the headings.
- Tell Ss to give their partner a summary of Frida Kahlo's life using the notes.
- Monitor the activity. Then ask some Ss to give their summary in class.

Suggested Answer Key

where and when born: Coyoacán, Mexico, 6th July, 1907
early years: dreamed of becoming a doctor, in 1922 began studying Medicine, bus accident at age of 18, taught herself to paint while recovering, developed her own style of Mexican folk art and surrealism
later years & achievements: met artist Diego Rivera at age of 21, married in 1929, first exhibition nine years later in New York City, Paris exhibitions
where and when died: in her hometown, 13th July, 1954

Frida Kahlo was born in Coyoacán, Mexico, on 6th July, 1907. As a child, she dreamed of becoming a doctor, so she began studying Medicine in 1922. She had to stop at the age of 18 because she had an accident. She had to stay in bed to recover and she felt bored, so she taught herself to paint, and developed her own style of Mexican folk art and surrealism. At the age of 21, she met the artist Diego Rivera, and they got married in 1929. Nine years later she had her first exhibition in New York City. She also exhibited work in Paris. She died in her hometown on 13th July, 1954.

3 a) **Aim** To read for specific information

- Read the **Study Skills** box with Ss.
- Ask Ss to read the biography of Frida Kahlo again and find examples of linking words.
- Check Ss' answers.

Answer Key

and, so, also, but

b) **Aim** To practise using linking words

- Give Ss time to complete the task.
- Check Ss' answers.

Suggested Answer Key

- 1 His concerts were always sold out **because** his music was very popular.
- 2 Frida had a mirror **so** she could paint herself.
- 3 He started writing when he was young **and** he wrote over 50 books.
- 4 She sang well. She danced well, **too**.
- 5 He was a genius, **but** people didn't recognise his talent.

Writing

- 4 a) **Aim** To prepare to write a biography of a famous person

Read through the plan of a biography with Ss. Play the recording and tell Ss to take notes about Albert Einstein.

Suggested Answer Key

Albert Einstein: scientist, philosopher, physicist – born 14th March 1879 in Ulm – grew up in Munich, attended Luitpold Grammar School, interested in Maths and Science, played violin – at 15 left school, went to Milan, ambition to be Maths/Physics teacher – finished university in Zurich in 1900 – in 1901 got job in Swiss Patent Office – worked on maths problems in spare time – in 1905 published scientific theories including 'Special Theory of Relativity' – Nobel Prize in 1921 – published over 400 scientific works, gave lectures in Europe and America – died 18th April 1955 at 76

- b) **Aim** To write a biography

- Write these phrases/sentences on the board and ask Ss to copy them in their notebooks and use them to do the task.

Useful phrases for biographies

... is a famous artist, scientist, etc.	When he/she was ... years old.
... was born in (place), on (date).	He/She became ...
At the age of ...	He/She got married etc.
As a child ...	He/She died in (place), on (date)
	He/She was a genius ...

- Allow Ss time to write their biographies using their notes. Alternatively, assign the task as HW.
- Ask Ss to read out their biographies in class and check.

Suggested Answer Key**Albert Einstein**

Albert Einstein was a world-famous scientist and physicist. He was born on 14th March, 1879 in Ulm, which is now in Germany.

As a child, he grew up in Munich. He attended Luitpold Grammar School where he was a quiet student interested in science and mathematics. He

also enjoyed playing his violin. At the age of 15, he left school and went to live with his family in Milan. He wanted to become a Maths or Physics teacher. He took his exams in Switzerland and finished his studies in 1900, in Zurich.

In 1901, Einstein got a job as a technical assistant in the Swiss Patent Office. In his spare time, he worked on maths problems and in 1905, he published some of his famous scientific theories, one of which was the well-known 'Special Theory of Relativity'. During the 1920s, he received many different honours. He got the Nobel Prize for Physics in 1921. Throughout his life, he published over 400 scientific works and gave lectures in Europe and America.

Albert Einstein died on 18th April, 1955. He was 76 years old. He was a genius.

3 i Curricular: History

- 1 a) **Aim** To present a famous person

Ask various Ss to say what they know about Christopher Columbus and stimulate a discussion on what Ss will learn in the text.

Suggested Answer Key

Christopher Columbus was an explorer. He lived in the 15th century and he is famous for discovering the New World.

- b) **Aim** To read for specific information

- Elicit various questions from Ss around the classroom. Write three on the board.
- Allow Ss time to read the text and answer the questions.
- Check Ss' answers.

Suggested Answer Key

Where was Columbus from? (Genoa, Italy) How many voyages did he make? (4) What things did he bring back with him from his voyages? (plants, gold, cloth, ornaments and other riches)

- Explain/Elicit the meaning of the words in the **Check these words** box.

weaver (n): a person whose job is to make baskets or cloth out of threads or strips

southern (adj): located in the south

tip (n): the pointed end of sth

sail (v): to travel by boat or ship

trade route (n): a passage of travel used by merchants and traders

supplies (n pl): things, like food and materials, needed to do sth

sailing ship (n): large boat with sails

import (v): to bring in goods from a foreign land in order to sell them

gold (n): a type of yellow metal that is used to make jewellery or coins

spice (n): a type of powder/seed that comes from plants, used to give food flavour

cloth (n): a woven material, like cotton or silk, that people use to make clothing and blankets

ornament (n): an object people use to decorate

explore (v): to travel with the aim of discovering sth

coast (n): the part of land that is next to the sea

importance (n): significance

brilliant (adj): great, amazing

brave (adj): showing or feeling no fear, having courage

sailor (n): a person who works on a ship

2 **Aim** To read for specific information

- Read the **Study Skills** box with Ss. Do item 1 with Ss to help them understand how to do this type of exercise.
- Allow Ss time to complete the task.
- Check Ss' answers.

Answer Key

1 C 2 A 3 E 4 B

3 **Aim** To consolidate new vocabulary

- Allow Ss three minutes to do the task.
- Check Ss' answers.

Answer Key

expensive things – riches laughed at – made fun of
left by boat – set sail way – route
love – passion bring in – import
journey by sea – voyage

4 **Aim** To listen for specific information and narrate an imaginary experience

- Play the recording for Ss to listen to the text.
- Ask Ss to imagine they were on one of Christopher Columbus' voyages and have just returned home.
- Allow Ss two minutes to prepare their answers.
- Ask various Ss to talk about their experience.

Suggested Answer Key

We had a long tiring **voyage** and sailed through a terrible **storm**. It took ten long **weeks** to get there, but the New World was an amazing place. We saw long sandy **beaches** and palm **trees**. We met the **natives** there and they seemed friendly. I saw some strange **plants**. I didn't know what they're called, but Columbus wanted to bring some back **home**. He was very happy when we **arrived** in India. He is a very **brave** man and loves exploring.

Activity for weaker classes

Photocopy the text in the Suggested Answer Key, make it a gapped text giving the missing words in a list. Ask Ss to fill in the words. For a suggested list of words use the words in bold in the Suggested Answer Key.

5 **Aim** To give a presentation on a famous explorer

- Ask Ss to work in small groups and collect information from the Internet using the key words in the search bar or from their school textbooks, encyclopaedias or other reference books, about another famous explorer.
- Allow Ss time to collect their information and write their presentation. Alternatively, assign the task as HW.
- Invite Ss to present their information in class.

Suggested Answer Key

Francis Drake was born in Devon, England in 1544. He started his sea career when he was a young boy. He had his own ship at the age of 20.

In 1567, Drake made one of his first voyages, with his cousin John Hawkins, to San Juan de Ulua in Mexico. There, the Spanish defeated him. He decided to take revenge by attacking and stealing Spanish treasure.

In 1577, queen Elizabeth I sent him on an expedition against Spanish colonies on the American Pacific coast. He successfully defeated Spanish ships and became the first Englishman to navigate the Straits of Magellan. Drake's most famous battle was the Battle of Gravelines in 1588, when he defeated the Spanish Armada.

Drake became a knight, a mayor and an MP (Member of Parliament). He was a hero to the English. In 1596, at the age of 55, he died of a disease on board his ship near Panama.

Language Review 3

- | | | | |
|---|---------------|----------------|----------------|
| 1 | 1 painter | 5 explorer | 9 engineer |
| 2 | 2 composer | 6 queen | 10 writer |
| 3 | 3 warrior | 7 inventor | |
| 4 | 4 philosopher | 8 architect | |
| 2 | 1 king | 5 According to | 9 terrifying |
| | 2 invented | 6 held | 10 to this day |
| | 3 land | 7 made | |
| | 4 built | 8 created | |
| 3 | 1 of | 2 in | 3 against |
| | | | 4 of |
| | | | 5 on |
| 4 | 1 human | 5 trade | 9 harvest |
| | 2 magical | 6 popular | 10 grow |
| | 3 win | 7 flying | |
| | 4 known | 8 poisonous | |

GAME

Aim To consolidate vocabulary from the module

- Divide the class into 2 teams. Each team takes turns writing or saying a sentence with one of the words/phrases in the list.
- Each correct sentence earns one point. If the sentence is incorrect, the team misses a turn.
- The team with the most points after all the words have been used, wins.

Suggested Answer Key

Christopher Columbus **discovered** the New World.

Thomas Edison **invented** the light bulb.

Frida Kahlo was a very **talented** artist.

Genghis Khan **fought against** huge armies.

The family became ill after eating **poisoned food**.

The Pilgrims **survived** their journey to the New World.

Families get together and have a **big feast** on Thanksgiving.

There wasn't enough food to **share** on the huge ship.

Genghis Khan started the Mongol **Empire**.

Alexander the Great **fought against** many armies.

Columbus was a **brave sailor**.

Columbus wanted to **explore** the world.

Sailors have a **real passion** for the sea.

At Colonial Williamsburg you can see a **re-enactment of a battle**.

Caesar **conquered** Asia Minor.

A sea monster **terrified the locals** for centuries.

Dragons can **breathe fire**.

Columbus sailed in many **sailing ships**.

The captain **set sail** from England and sailed to the New World.

During the celebration people wore **traditional clothing**.

A unicorn has a **single horn** on its head.

The statue was beautiful with **perfect proportions**.

Quiz**Answer Key**

- | | |
|----------------|--------------------------|
| 1 F (Florence) | 5 F (a dragon) |
| 2 T | 6 F (Mayflower) |
| 3 T | 7 F (she taught herself) |
| 4 T | 8 F (1492) |

Ss prepare their quiz in groups. Ask Ss to go through the pages of Module 3 and select information to compile their quiz. Ask Ss to exchange quizzes, do them and then check their answers.

Suggested Answer Key

- George Washington was a sailor. (F – US president)
- Thomas Edison was an inventor. (T)
- Da Vinci sketched Vitruvian Man. (T)
- The best known drawing in the world is by Van Gogh. (F – Da Vinci)

- Julius Caesar was a Roman ruler. (T)
- A snake killed Genghis Khan. (F – Cleopatra)
- Tutankhamun died young. (T)
- Thanksgiving is in October. (F – November)

Skills 3**Listening**

- 1 a) **Aim** To analyse a rubric and prepare for a listening task

- Ask Ss to read the rubric and the statements 1-5.
- Tell them to underline the words they think are the most important in each statement and that they may hear in the recording and think of synonyms for them.
- Ss check their answers with their partners.

Suggested Answer Key

radio news report, bank robbery, robber, went into bank (entered the back), green bag (green rucksack), escape (get away), train (train station), casually dressed (scruffy, wearing jeans), weren't many people (few people), Mary terrified (scared, frightened)

- b) **Aim** To listen for specific information

- Play the recording. Ss listen and complete the task.
- Check Ss' answers and elicit whether any of the words/phrases they thought of were in the recording.

Answer Key

1 F 2 F 3 T 4 F 5 F

Suggested Answer Key

Words/phrases I heard: entered the bank, train station, wearing jeans, scared, frightened

Reading

- 2 a) **Aim** To prepare for a reading task

- Read out the **Study Skills** box and explain that this tip will help Ss to complete the task successfully.
- Ask Ss to read the rubric and heading A. Then give Ss time to read paragraph 6 in the text.
- Elicit synonyms/paraphrases for the words in the heading from paragraph 6 from various Ss around the class.

Suggested Answer Key

Fast – in one minute

Food – ate, meal, breakfast

b) **Aim** To read for detailed comprehension

- Give Ss time to read the whole text carefully and complete the matching task.
- Check Ss' answers. Ss justify their answers.

Answer Key

1 C	3 H	5 F	7 B
2 E	4 I	6 A	8 D

Speaking

3 a) **Aim** To present and practise direct/indirect questions

- Read out the **Study Skills** box and point out that this is a useful tip for speaking tasks.
- Ask Ss to read and compare the direct and indirect questions in the table and then give them time to complete the task.
- Check Ss' answers.

Answer Key

- 1 ... whether 4 o'clock next Tuesday is suitable
- 2 ... what special equipment you supply
- 3 ... what your best achievements so far are

b) **Aim** To act out a dialogue

- Read the rubric aloud and elicit words/phrases related to the topic.
- Ask Ss to write the four points in their notebooks and make notes for each one.
- Ss then work in pairs and act out their dialogues following the diagram in their books. Monitor the activity around the class and then ask some pairs to act out their dialogues in front of the class.

Suggested Answer Key

things you plan to talk about: how I became a professional athlete, sports achievements, personal qualities of an athlete, training schedule

equipment for giving the talk: microphone, podium, slide projector and screen (with remote control)

date/time: Monday, 3rd June, 2 pm

age and sports interests of pupils: 11-16, football, hockey, basketball, swimming

Suggested Answer Key

A: Thank you so much for agreeing to come.

B: No problem. When would you like me to do it?

A: Well, whatever date is best for you from 25th to 30th May or between 3rd and 5th June at 2 in the afternoon. Is that convenient?

B: Yes. 3rd June is good for me because I am not training then. Can you tell me about the ages and sports interests of the students I'll work with?

A: Of course. The students are all aged from 11-16 and they take part in football, hockey, basketball or swimming.

May I suggest that you talk a bit about your family and home life a little? I think the students will find that interesting.

B: I'd like to keep my personal life private and I think the students will benefit much more from hearing about how I became a professional athlete, my sports achievements, what I believe are the necessary personal qualities of an athlete and so on. Will you have a microphone and a podium set up? Also, I will need a slide projector and a screen.

A: Of course. Will you need anything else?

B: I would like a remote control for the projector.

A: No problem. Well, then I look forward to seeing you on 3rd June at 2 pm. Please call me if you have any other questions.

B: Yes, thank you. Goodbye.

Writing

4 a) **Aim** To prepare to write a formal letter

- Explain the task and ask Ss to think about the structure of a biography.
- Ss complete the task. Check Ss' answers.

Answer Key

- 1 date and place person was born
- 2 school(s) attended
- 3 university education
- 4 job/occupation
- 5 achievements
- 6 date and place person died

b) **Aim** To write a formal letter

- Read the rubric aloud and explain the task.
- Give Ss time to think of an important famous person from their country and think of the biographical information they know about this person or find out information about them.
- Give Ss time to complete the task using the plan provided.
- Check Ss' answers.

Suggested Answer Key

Dear Mayor Johnson,

I would like to suggest that you name the park after the famous physicist and chemist Marie Curie.

She was born on 7th November, 1867 in Warsaw. After boarding school, she became a governess to help pay for her sister's education. Later, she went to university in Paris and got degrees in Physics and Maths. Marie and her husband, Pierre, discovered Polonium and Radium and Marie developed a theory of radioactivity. She won the Nobel Prizes in Physics and Chemistry.

Marie Curie was a scientific pioneer and an inspirational woman. I think she is a very good choice to name the park after.

Yours sincerely,
Anna Smith

Russia 3

Reading & Listening

- 1 **Aim** To introduce the people in the text/To read for specific information

- Direct Ss' attention to the people in the pictures and ask various Ss to say what they know about each person. Ask Ss if they know what the people had in common.
- Play the recording. Ss listen and follow the text in their books and check their answers.

Suggested Answer Key

Yuri Lisiansky was the captain of a ship called the Neva, Ivan Kruzenshtern was in the Russian Navy and wanted to establish communication between Russia and China and Nikolai Rezanov was the leader of the expedition that all 3 were part of.

What they had in common was that they were all part of a voyage, taking three years, to establish trade with China and Japan, diplomatic relations with Japan and to make trade with the Americas easier.

- Explain/Elicit the meaning of words in the **Check these words** box.

Suggested answer key

navigator (n): explorer who travelled by sea in the past
Imperial Navy (n): the sailors and ships of Russia during the time of the tsars

establish (v): to create

direct communication (n): immediate/straight contact
permission (n): authorisation

commander (n): officer in charge

set sail (v): to leave a port (a boat/ship)

leader (n): person in charge

expedition (n): organised journey e.g. of exploration

report (n): official document written about a situation or event

translate (v): to write again in a different language

admiral (n): a senior officer who commands a navy

medal (n): small metal disk given as award for bravery or prize in a sporting event

- 2 **Aim** To read for specific information

Give Ss time to read the text again and complete the task, then check Ss' answers.

Answer key

- 1 F (Ivan Kruzenshtern was from Estonia.)
- 2 F (Kruzenshtern went on the voyage with Captain Yuri F. Lisiansky and Nikolai Rezanov.)
- 3 F (Tsar Alexander I gave his permission.)
- 4 F (The voyage lasted more than three years.)
- 5 F (They wrote detailed reports of their trip.)
- 6 T

Speaking & Writing

- 3 **Aim** To consolidate information in a text/To give an oral summary

- Write the words on the board and give Ss time to read the text again and write notes about each one. Elicit some of the Ss' notes and write them on the board.
- Tell Ss to give their partner a summary of the text using their notes.
- Monitor the activity. Then ask various Ss to give their summary in front of the class.

Suggested Answer Key

Kruzenshtern, who was born in Estonia in 1770, joined the Russian Imperial Navy. Tsar Alexander I gave him permission to establish communication between Russia and China via the Cape of Good Horn. In 1803, Kruzenshtern, Captain Yuri F. Lisiansky and Nikolai Rezanov set sail on the ships Nadezhda and Neva. They wanted to establish trade with China and Japan and diplomatic relations with Japan and make trade with the Americas easier. Rezanov was the leader of the expedition, which lasted over three years. When they returned from their round-the-world voyage, the men created detailed reports, maps and drawings.

- 4 **Aim** To narrate imaginary feelings

- Explain the task to Ss, then give them a few minutes to prepare their answers.
- Ss describe their feelings to their partner. Monitor the activity around the class, then ask a few Ss to share their answer with the class.

- 5 **Aim** To collect information about a voyage

- Ask Ss to collect more information about Russia's first round-the-world voyage using the Internet or their school textbooks, encyclopaedias or other reference materials.
- Allow Ss time to collect their information in class. Alternatively, assign the task as HW.
- Invite Ss to present their information to the class.

Suggested Answer Key

Lisiansky travelled to England to buy the two ships for the voyage, Nadezhda and Neva, for 22,000 pounds. He also bought other necessary equipment and clothes for the voyage. In late Summer, 1803, the two ships left Kronstadt and sailed around Cape Horn. After this, Neva headed for Russian America and Nadezhda for Petropavlovsk-Kamchatsky. Kruzenshtern explored and mapped the eastern and northern coasts of Sakhalin. Kruzenshtern and Rezanov visited Nagasaki but unfortunately the Japanese didn't want to establish trade agreements with Russia. Lisiansky sailed on to Macao with lots of furs, and there the two ships met again. Then the Nadezhda and Neva sailed to Canton and the Cape of Good Hope. After returning home after three years at sea, the men's reports inspired many more navigators.

Module 4

On holiday

Topic

In this module Ss will explore the topic of holidays, holiday activities and problems they may encounter whilst on holiday.

Modular page

61

Lesson objectives: Overview of the module

Vocabulary: Types of holiday (*cruise, activity holiday, safari, beach holiday, camping holiday, backpacking holiday*)

4a Activity holidays

62-63

Lesson objectives: To read and listen for specific information, to learn *will*, to pronounce 'll and won't, to talk about a tour, to write about a perfect activity holiday

Vocabulary: Holiday experiences (*go windsurfing, do fencing, go horse riding, drive a quad bike, do archery, play paintball, learn scuba diving, go trekking, climb walls, go sailing*); Verbs (*identify, creep*); Nouns (*champion, landscape, bubbles, wave, rapids, trekking, falconry, medieval art*); Adjectives (*legendary, stunning, subropical*); Phrase (*take the plunge*)

4b Having a great time

64-65

Lesson objectives: To read for gist, to read for specific information, to describe what you do while on holiday, to learn *be going to*, to compare *going to – will – present continuous* (future meaning), to learn time clauses, to learn conditionals types 0, 1, 2

Vocabulary: Holiday activities (*shop for souvenirs, sunbathe on the beach, stay in a hotel, take photographs, go sightseeing, try local food, enjoy nature, visit historical sights, go dog sledding*); Nouns (*sledding, husky dog, pine forest, reindeer stew, Northern Lights, display, colourful lights, the Arctic Circle*); Adjectives (*snowy, common*); Phrases (*enjoy yourself, have a great time, guess what, no way*)

4c Culture Corner

66

Lesson objectives: To read for specific information, to act out a dialogue, to write a short leaflet about a national park in your country.

Vocabulary: Verbs (*cover, erupt, destroy*), Phrasal Verb (*watch out for*); Nouns (*state, thermal pool, geyser, hot spring, sight, canyon, hiking trail, spectacular view, waterfall, wildlife, wolf, elk, bison, grizzly bear, scientist*), Adjectives (*deep, impressive*); Prepositional Phrases (*on top of, into the air*)

4d Everyday English

67

Lesson objectives: Asking for information, to pronounce /h/

Vocabulary: Sentences (*How can I help you?, I'm calling for some information., What would you like to know?, What are the opening hours?, How much does it cost to get in?, Can I help you with anything else?, Enjoy your visit to the museum.*)

4e Eco-tourism

68-69

Lesson objectives: To read for gist, to read for specific information, to learn *might – may – could – will probably – will definitely*, to talk and write about an underwater park

Vocabulary: Verbs (*dive, snorkel, share, cast a statue, recognise, encourage, think about the environment, damage, create statues, attract, grow*); Nouns (*sculpture, sea creature, life-size sculpture, cyclist, sculptor, local people, pollution, coral reef, cement, flippers*); Adjectives (*underwater, stunning*); Phrase (*below the waves*)

4f Attractions

70-71

Lesson objectives: To listen and read for gist, to read for general comprehension, to revise *a/an – the*, to learn relatives

Vocabulary: Places in a city (*wide harbour, huge market, peaceful gardens, long bridge, large zoo, traditional houses, cosy restaurants, tall skyscrapers*); Nouns (*atmosphere, splendours, treasure hunt, goodies, spirit, paradise*); Adjectives (*cosmopolitan, cultural, historic, majestic*)

4g Skills

72

Lesson objectives: To predict content, to listen for gist, to listen for specific information, to talk about your holiday, to act out a dialogue, to write about a holiday where something went wrong

Vocabulary: Holiday problems (*The weather was awful., We missed our flight., The airline lost our luggage., I got badly sunburnt., Someone stole my passport., Our hotel room was too small., The beach was dirty and crowded., I got food poisoning.*)

4h Writing

73

Lesson objectives: To write a letter about a holiday

Vocabulary: Adjectives (*delicious, exciting, brilliant, awful, interesting, crowded, beautiful*)

4i Curricular: Citizenship**74**

Lesson objectives: To read for specific information, to give a short presentation about responsible camping

Vocabulary: Verbs (*explore, protect, prepare, postpone, seal, spoil*); Adjective (*safe*); Phrasal Verb (*put out*); Nouns (*dangers, compass, forecast, hassle, stream, leftovers*); Phrases (*emergency equipment, leave alone*)

Language Review 4**75**

Lesson objectives: To test/consolidate vocabulary and knowledge attained throughout the module, to play a game, to do a quiz, to write a quiz.

Skills 4**76-77**

Lesson objectives: To practise answering multiple choice cloze questions, to read for lexico-grammatical structure, to make a decision with a partner, to listen for specific information, to write a letter of invitation

Russia 4**78**

Lesson objectives: To introduce the topic of the text, to read for specific information, to present information in a text from notes in a table, to write a paragraph about a ski resort

Vocabulary: Nouns (*resort, piste, snowfield, local*); Adjectives (*accessible, cosy, adventurous, safe*)

►► What's in this module?

Read the title of the module, *On holiday*, and ask Ss to predict the content of the module (*the module is about different kinds of holidays, holiday experiences and activities and problems that can occur while on holiday*). Go through the contents list and stimulate a discussion about what Ss will learn in the module.

Vocabulary**1 Aim To present different kinds of holidays**

- Give Ss time to look at the pictures and words.
- Play the recording with pauses for Ss to repeat individually or chorally.

2 Aim To listen for specific information

- Draw Ss' attention to the sentences about Sarah. Explain that Ss must listen to the recording carefully and circle the correct answers.
- Play the recording.
- Ask Ss to complete the task and play the recording again to check Ss' answers in class.

Answer Key

Sarah usually goes on a camping holiday. This summer, she wants to go on an activity holiday.

OVER TO YOU!**Aim To practise talking about different kinds of holidays**

- Draw Ss' attention to the 'OVER TO YOU!' section and ask them to complete the sentences with their own answers. Point out that we use *will* to talk about the future. Explain that *will* is the same in all persons.
- Allow Ss time to complete the task.
- Ask various Ss to read out their answers.

Suggested Answer Key

I usually go on a beach holiday. This summer, I'll probably go on a safari.

4a Activity holidays

Vocabulary

- 1 a) **Aim** To present vocabulary for holiday activities/experiences
- Draw Ss' attention to the pictures A-J. Read the activities listed in Ex. 1a and ask Ss to match the activities to the pictures.
 - Allow Ss time to complete the task.
 - Play the recording for Ss to check their answers.
 - Play the recording again with pauses for Ss to repeat individually or chorally.

Answer Key

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

- b) **Aim** To practise new vocabulary and introduce related adjectives
- Explain the task and read out the example. Go through the list of adjectives and explain/ elicit their meaning.
 - Divide Ss into pairs and allow Ss time to think of sentences about the activities using the adjectives. Monitor the activity around the class.
 - Ask various pairs to tell the class some of their sentences.

Suggested Answer Key

I'd like to learn scuba diving because I think it's exciting/fun. I'd like to do archery because I think it's interesting. I'd like to go trekking because I think it's fun. I wouldn't like to drive a quad bike because I think it's difficult/dangerous. I wouldn't like to climb walls because I think it's difficult. I wouldn't like to play paintball because I think it's scary.

Reading & Listening

- 2 a) **Aim** To read for specific information
- Allow Ss a minute to read through the text.
 - Play the recording. Ss listen and follow the text in their books.
 - Elicit answers from Ss around the class.

Answer Key

learn scuba diving, go windsurfing/sailing, go trekking, do archery, play paintball

- b) **Aim** To read for specific information

Give Ss time to read the text again and complete the task, then check Ss' answers.

Answer Key

- 1 F (a family holiday)
2 T
3 F (... indoor and outdoor activities)
4 F (learn how to scuba dive with an instructor ...)
5 T

Suggested Answer Key

legendary (adj): famous & described in old & popular stories that may be true

champion (n): someone who has won first prize in a competition, contest or fight

stunning (adj): very beautiful or impressive

landscape (n): what you see when you look across an area of land e.g. trees, hills, rivers, buildings

bubbles (pl n): small balls of air or gas in liquid

subtropical (adj): with a warm, wet climate (often near tropical regions)

wave (n): raised mass of water on the surface of the sea or ocean caused by the wind or tides

rapids (pl n): a section of river where water moves very fast, maybe over rocks

take the plunge (phr): decide to do something difficult or risky

trekking (n): walking across a difficult terrain

identify (v): to name something or to say what it is

falconry (n): the skill of training falcons (a bird of prey) to hunt

medieval art (n): paintings, sculpture or other objects from between the end of the Roman Empire in 476 AD and about 1500 AD

creep (v): to move quietly and slowly

BACKGROUND INFORMATION

Robin Hood is a legendary figure from English folklore who could have existed in Medieval times around the reign of King John. There is evidence that the character is based on a real man or maybe different men with qualities that contributed to the legend over time. The traditional legend, however, portrays Robin Hood as an outlaw (someone hiding from the authorities) who was skilled at archery and with a sword and who was famous for 'robbing the rich and giving to the poor'. In popular culture, Robin and his men are always shown as living in Sherwood Forest near Nottingham. Robin had a good sense of humour, was courageous, generous and intelligent and treated his men as brothers. Robin was loyal to Richard the Lionheart who was away fighting, leaving King John, who charged the people high taxes, ruling in his absence. The main enemy of Robin, however, was the Sheriff of Nottingham.

Sherwood Forest is in Nottinghamshire, England and is famous because of the Robin Hood legend. It was once a royal hunting forest that stretched over 30 miles. Today it covers a smaller area but walks, trails and many other activities can be enjoyed there. Some parts of the forest are home to very old oak trees, including 'the Major Oak', which, according to legend, was Robin Hood's main hideout. This tree is between 800 and 1,000 years old.

Grammar

- 3 a) **Aim** To present the future simple (*will*)
- Draw Ss' attention to the grammar box.
 - Focus on the affirmative form and explain that *will* (and contracted form 'll) is used to discuss things happening in the future.
 - Go through the table and point out the subject + *will* sentence structure.
 - Do the same for the negative and interrogative forms.
 - Ask Ss to look at the short answers and explain that they can be used instead of repeating information from the question. i.e. *Will he stay in a hotel? Yes, he will. (Yes, he will stay in a hotel).*
 - Go through the uses and read out the examples.
 - Allow Ss time to read the text again and write down any examples of *will*.
 - Check Ss' answers.

Answer Key

Examples in text:

You'll have the time of your life., You'll have bubbles of fun..., ...who will teach you all about ..., ... you'll feel the thrill..., ...where you'll creep through the forest..., ...you'll have great fun....

Pronunciation

- b) **Aim** To learn the correct pronunciation of contracted forms 'll and won't
- Remind Ss that 'll is the contracted form of *will* and won't is the contracted form of *will not*.
 - Play the recording with pauses for Ss to repeat individually or chorally.
- 4 **Aim** To practise the simple future tense (*will*)
- Explain the task and ask Ss to complete the sentences using the correct form of the verb *will* and the given words.
 - Allow Ss time to complete the task and then ask Ss to identify which sentences convey a prediction, an on-the-spot decision or information about the future.
 - Elicit answers from various Ss around the class.

Answer Key

- 1 *will have* (prediction)
- 2 *will teach* (information about the future)
- 3 *will turn* (on-the-spot decision)
- 4 *will come* (on-the-spot decision)
- 5 *will enjoy* (prediction)
- 6 *won't miss* (prediction)

- 5 **Aim** To consolidate new vocabulary and grammar

- Explain the task and divide Ss into pairs.
- Refer Ss back to the holiday activities in Ex. 1 and ask them to form questions using these activities.
- Remind Ss that they will use *will* to ask questions and short answers to reply.
- Read out the example.
- Ss ask and answer in pairs.
- Monitor the activity around the class.

Suggested Answer Key

*Will you go windsurfing? Yes, I will./No, I won't.
Will you drive a quad bike? Yes, I will./No, I won't.
Will you go trekking? Yes, I will./No, I won't.
Will you play paintball? Yes, I will./No, I won't., etc.*

Speaking & Writing

- 6 a) **Aim** To practise collocating words
- Explain the task and allow Ss time to complete the collocations. Point out that Ss should learn and use collocations as this makes them sound natural.
 - Refer Ss back to the text if necessary.
 - Elicit answers from various Ss around the class.

Answer Key

- | | | |
|-------------------|--------------------|------------------|
| 1 <i>outdoor</i> | 4 <i>legendary</i> | 7 <i>archery</i> |
| 2 <i>activity</i> | 5 <i>forest</i> | 8 <i>laser</i> |
| 3 <i>holiday</i> | 6 <i>stunning</i> | |

- b) **Aim** To practise new vocabulary and talk about what you will do

- Explain the task and give Ss a three-minute time limit to write about the activities they will do in the first person.
- Allow Ss time to complete the task and tell their partners.
- Ask various Ss to read their sentences in class.

Suggested Answer Key

I will take sailing lessons on the beautiful lake, I will go trekking through the forest with a ranger and I'll learn all about the history of the trees. I'll also try archery and creep through the forest spotting targets to shoot at. I'll have a lot of fun!

7 **Aim** To write about a perfect activity holiday

- Assign the task as HW.
- Remind Ss that they need to think about both where they will go and what they will do. They can think of somewhere they already know or do some research on the Internet or using other reference materials.
- Ask various Ss to present their perfect holiday to the class.

Suggested Answer Key

My perfect activity holiday is an activity tour in South America. Firstly, I will fly to La Paz in Bolivia. Then, I will visit the ancient ruins at Tiwanaku. After this, I will mountain bike down Camino de la Muerte, a very dangerous road. Then, I'll take a short flight to the Yacuma River and I'll swim with piranha fish. After that, I'll fly to Santiago in Chile. There, I'll bike ride to the top of San Cristobal Hill. Then, I'll travel to the Andes Mountains. I will climb a snowy volcano and stay at a lakeside resort before heading back home. I'll have the time of my life!

4b Having a great time

Vocabulary

1 **Aim** To present vocabulary for holiday activities

- Draw Ss' attention to the pictures 1-9 and the incomplete phrases.
- Ask Ss to look at the verbs in the list and explain that Ss must complete the phrases with these verbs.
- Allow Ss time to complete the task.
- Play the recording for Ss to check their answers.
- Play the recording again with pauses for Ss to repeat individually or chorally.

Answer Key

- | | | |
|------------|--------|---------|
| 1 shop | 4 take | 7 enjoy |
| 2 sunbathe | 5 go | 8 visit |
| 3 stay | 6 try | 9 go |

Reading & Listening

2 a) **Aim** To listen and read for gist

- Ask Ss to read only the first and last exchanges from the dialogue and elicit answers to the questions from Ss around the classroom.
- Play the recording and ask Ss to follow the dialogue in their books and check.

Answer Key

*Dina is in Krasnaya Polyana.
I think she will go snowboarding and skiing.*

- Explain/Elicit the meaning of words in the **Check these words** box.

Suggested Answer Key

enjoy yourself (phr): to have a good time

snowy (adj): covered in snow (often the landscape)

have a great time (phr): to enjoy yourself or to have a good time

guess what (phr): to predict

birch (n): a type of tree that is tall with thin branches

b) **Aim** To read for specific information

- Ask Ss to read the dialogue again and complete the sentences.
- Allow Ss time to complete the task.
- Elicit answers from various students around the class.
- Check Ss' answers.

Answer Key

- 1 cold and snowy
- 2 snowboarding (through a birch forest)
- 3 skiing
- 4 some Olympic skiers
- 5 a week

3 **Aim** To practise new vocabulary

- Allow Ss time to think of what they usually do/ don't do while on holiday.
- Divide Ss into pairs and remind Ss to use the holiday activities in Ex. 1.
- Allow time for the pairs to talk and share their ideas.
- Elicit ideas from various pairs around the class.

Suggested Answer Key

I usually try the local food while on holiday. I go sightseeing and visit museums and art galleries. I also try to visit historical sites.

I don't usually spend my time on the beach when I am on holiday. I don't stay in hotels. I don't go dog sledding on holiday, etc.

Grammar

4 **Aim** To revise *be going to*, *will* and the present continuous (future meaning)

- Explain the task and go through the uses 1-6 and explain or elicit which tense we use in each instance.
- Give Ss time to read the sentences a-f and complete the task and then check Ss' answers.

Answer Key

- | | | | | | |
|-----|-----|-----|-----|-----|-----|
| 1 d | 2 a | 3 c | 4 b | 5 f | 6 e |
|-----|-----|-----|-----|-----|-----|

5 **Aim** To practise *be going to*, *will* and the present continuous (future meaning)

- Explain the task.
- Give Ss time to complete it and then check Ss' answers. Ask Ss to justify their answers.

Answer Key

- 1 *will call (on-the-spot decision)*
- 2 *is going to go (prediction based on what we see)*
- 3 *will visit (prediction based on what we think)*
- 4 *are travelling (fixed arrangement in the near future)*
- 5 *are taking (fixed arrangement in the near future)*
- 6 *is going to swim (prediction based on what we see)*

6 **Aim** To present and practise time clauses

- Go through the theory box and write the examples on the board and elicit further examples from Ss around the class (e.g. *When I get home, I'll have a nap.*).
- Give Ss time to complete the task and then check Ss' answers.

Answer Key

- | | | |
|--------------------|-----------------------|-----------------|
| 1 <i>is</i> | 3 <i>go</i> | 5 <i>finish</i> |
| 2 <i>will show</i> | 4 <i>will they be</i> | |

7 **Aim** To present and practise conditionals type 0, 1 & 2

- Read through the theory and explain that we form the type 0 conditional with *if/when* + present simple → present simple and that we use it to talk about a law of nature or sth that is always true.
- Explain that we form the type 1 conditional with *if/when* + present simple → *will/can* + infinitive without *to* and that we use it to talk about a situation that is possible in the present or future.
- Explain that we form the type 2 conditional with *if* + past simple → *would/could* + infinitive without *to* and that we use it to talk about an unreal situation in the present or future and to give advice. Point out that when the *if*-clause precedes the main clause we separate them with a comma. Also point out that *unless* = *if not*.
- Give Ss time to complete the task and then check Ss' answers.

Answer Key

- 1 *If you **heat** ice, it melts. (Type 0)*
- 2 ***Unless** she **calls**, we won't leave. (Type 1)*
- 3 *If I **were** you, I'd go on the adventure tour. (Type 2)*
- 4 *If you leave metal out in the rain, it **rusts**. (Type 0)*
- 5 *If she **had** more free time, she'd join a gym. (Type 2)*
- 6 *She **would** travel abroad if she had enough money. (Type 2)*
- 7 *If I were you, I **wouldn't** try this dish. (Type 2)*
- 8 *We'll go to the beach if it **doesn't** rain. (Type 1)*

8 **Aim** To practise conditionals

- Give Ss time to complete the sentences.
- Check Ss' answers around the class.

Suggested Answer Key

- 1 *you get four. (Type 0)*
- 2 *you'll love it. (Type 1)*
- 3 *I'd ask for their autograph. (Type 2)*
- 4 *we'll go to the beach. (Type 1)*

- As an extension ask Ss to continue the sentences using conditional Types 1, 2. *If you go to Krasnaya Polyana, If I had more free time,*

Suggested Answer Key

- S1: *If you go to Krasnaya Polyana, you'll go snowboarding through a birch forest.*
S2: *If you go to Rosa Khutor Alpine Resort, you will go skiing.*
S3: *If you go skiing, you will see some Olympic skiers.*
- S1: *If I had more free time, I'd join a gym.*
S2: *If I joined a gym, I'd make new friends.*
S3: *If I made new friends, we'd go out together.*
S4: *If we went out together, we'd have a great time, etc.*

4c Culture Corner

1 **Aim** To introduce the topic and predict content of a text

- Ask Ss to look at the photographs in the text and try to answer the questions in the rubric. (*I think it's in the USA. Tourists can see waterfalls and a volcano there.*)
- Play the recording and ask Ss to follow in their books. Elicit answers from Ss around the class.
- Check Ss' answers.

Answer Key

Yellowstone National Park covers three states, Wyoming, Montana and Idaho. A tourist can see thermal pools, geysers, hot springs, waterfalls and lots of amazing wildlife in Yellowstone National Park. A tourist can also go hiking there.

- Explain/Elicit the meaning of words in the **Check these words** box. Ask Ss to identify what part of speech each word is.

Suggested Answer Key

cover (v): to spread over the surface of sth

state (n): a part of a country that has been divided by borders

on top of (prep phr): to be at the highest point of sth
thermal pool (n): a pool of warm water that is heated naturally from the earth

geyser (n): a natural spring of hot water, geysers usually spurt water and steam into the air

hot spring (n): a spring of water which is warm due to the heat under the earth's surface

erupt (v): to force out of sth with a lot of pressure

into the air (prep phr): off the ground

sight (n): sth interesting that a lot of people want to see

canyon (n): a deep valley with high, steep sides

deep (adj): not shallow

hiking trail (n): a path that is suitable for walking or hiking

spectacular view (n): a beautiful sight from a certain point

impressive (adj): amazing

waterfall (n): a place where water falls off the edge of a steep cliff or mountain

watch out for (phr v): to be careful

wildlife (n): wild animals and rare plants

wolf (n): a wild dog-like animal

elk (n): a large moose-like animal with a heavy body and antlers

bison (n): an animal like a bull or a buffalo with long hair

grizzly bear (n): a wild bear that is brown in colour

scientist (n): a person who works in the field of science

destroy (v): to ruin or to spoil completely

2 **Aim** To read for specific information

Allow Ss time to read the text again and complete the task. Elicit answers from various Ss. Check Ss' answers.

Answer Key

1 YS 2 YGC 3 YGC 4 YS 5 OF

3 **Aim** To discuss information in a text

- Explain the task and divide Ss into pairs.
- Ask Ss to think about what information tourists would ask tour guides. Write the phrases on the board (see Suggested Answer Key).
- Allow Ss time to ask and answer in pairs.
- Monitor the activity around the class.
- Ask various pairs to ask and answer in class.

Suggested Answer Key

A: What makes Yellowstone National Park so special?

B: What makes it so special is that a large part of it is on top of a huge volcano!

A: Are there any geysers in Yellowstone National Park?

B: Yes, there are. The most famous one is called Old Faithful and it erupts every 90 minutes.

A: What can you see in the Grand Canyon of Yellowstone?

B: You can see some incredible waterfalls and lots of amazing wildlife.

A: Is the Yellowstone supervolcano going to erupt soon?

B: No one knows. Some scientists think that an eruption will happen soon.

4 a) **Aim** To practise new vocabulary

Explain the task and allow Ss time to complete the collocations. Check Ss' answers.

Answer Key

1 thermal 3 erupts 5 hiking 7 impressive
2 hot 4 deep 6 grizzly

b) **Aim** To consolidate ideas and vocabulary from a text

- Explain the task and allow time for Ss to write down their reasons. Encourage Ss to use phrases from Ex. 4a in their answers.
- Ask Ss to share their reasons with their partners.
- Ask various partners to say their reasons.

Suggested Answer Key

I want to visit Yellowstone National Park because I can see grizzly bears there.

I want to visit Yellowstone National Park because there are hot springs there, etc.

5 **Aim** To write a pamphlet about a national park

- Explain the task and point out that they should use the text on this page as a model.
- Remind Ss to think about an interesting place of natural beauty in Russia and what is special about it.
- Allow Ss time to complete the task.
- Ask various Ss to present their pamphlets.

4d Everyday English

1 **Aim** To read for gist

- Draw Ss' attention to the two adverts and allow time for Ss to read them.
- Ask Ss what they think is being advertised in each of the adverts.

Answer Key

- 1 A theme park 2 A museum

2 a) **Aim** To introduce situational language related to asking for information

- Draw Ss' attention to the phrases.
- Play the recording with pauses for Ss to repeat individually and chorally.

b) **Aim** To identify speakers in a situational dialogue

- Explain that the dialogue in the task is between a tourist and an information desk employee.
- Read the sentences aloud and ask Ss to follow in their books.
- Ask Ss which of the speakers they think says each of the sentences.
- Draw two columns labelled *tourist* and *information desk employee* on the board. Elicit which sentences go in which column.
- Play the recording and ask Ss to follow in their books.
- Check Ss' answers and circle the phrases in the correct columns on the board. Rewrite incorrectly placed phrases in the right columns.

Answer Key

Tourist: *I'm calling for some information; What are the opening hours?; How much does it cost to get in?*
Information desk employee: *How can I help you?; What would you like to know?; Can I help you with anything else?; Enjoy your visit to the museum!*

3 **Aim** To present synonymous phrases

- Write the phrases from the task on the board. Ask Ss to read the dialogue again and suggest which sentences match those on the board.
- Elicit answers for each sentence on the board.
- Explain that there are often two or more ways of saying the same thing.
- Check Ss' answers.

Answer Key

What can I do for you? – How can I help you?
I'd like to ask you something else. – Just one more thing.
How do I drive there? – What is the best way to get there by car?
I hope you have a nice time here. – Enjoy your visit to the museum!

Pronunciation

4 **Aim** To pronounce /h/

- Ss copy the table in their notebooks.
- Draw Ss' attention to the words in the box.
- Play the recording with pauses so Ss have time to tick the boxes. Explain that a silent /h/ means that the pronunciation of the word starts with the second letter (e.g. *hour*, *honest*).
- Play the recording again so Ss can repeat each word individually or chorally.

Answer Key

	pronounced /h/	silent /h/
<i>help</i>	✓	
<i>hour</i>		✓
<i>hotel</i>	✓	
<i>honest</i>		✓
<i>what</i>		✓

Additional words:

hammer, helmet = pronounced /h/
rhino, where = silent /h/

Speaking

5 **Aim** To act out a dialogue

- Divide Ss into pairs and explain the task. Tell Ss that the dialogue should be about ad 1 from Ex. 1.
- Go through the plan and ask Ss to follow it in their dialogue.
- If they need extra help, refer Ss back to Ex. 2 and tell them to use the same format for their dialogue.
- Ask various Ss to act out their dialogue in class.

Suggested Answer Key

A: Good afternoon, Silverwood Theme Park. How may I help you?
B: Hello, I'm calling for some information.
A: Sure. What would you like to know?
B: Well, first of all, what are the opening hours?
A: We're open from 11 am to 7 pm, seven days a week.
B: Great. And how much does it cost to get in?
A: It's \$41.99 for adults and \$21.99 for children aged 3-7 years old.
B: OK. What is the best way to get there by car?
A: Just take Highway 95 from Coeur D'Alene, Idaho and you'll find us.
B: Highway 95?

- A: Yes. Can I help you with anything else?
 B: No. I think that's all. Thank you.
 A: You're welcome. Enjoy your visit to the park!

4e Eco-tourism

Vocabulary & Reading

- 1 a) **Aim** To present vocabulary and topic specific collocations

- Read the two lists of words aloud and explain the task. Allow Ss time to match the words from each list.
- Play the recording for Ss to check their answers.
- Ask Ss which of the collocations they can see in the pictures.

Answer Key

1 C 2 D 3 E 4 B 5 A

In the picture, I can see an underwater park, a coral reef, sea creatures and life-size sculptures.

- b) **Aim** To introduce the topic and predict the content of a text

- Explain that Ss should read only the title of the text and the words in the **Check these words** box.
- Allow Ss time to read.
- Elicit Ss' ideas about what they think the text is about.
- Play the recording and ask Ss to follow in their books.

Answer Key

The text is about an underwater park with sculptures.

- Explain/Elicit the meaning of words in the **Check these words** box.

Suggested Answer Key

sculptures (n): statues

diving (part): swimming underwater

snorkelling (v): swimming with a snorkel

below the waves (phr): underneath the water

sea creatures (n): animals that live in the sea

share (v): to use the same space/object

underwater (adj): under the surface of the water

life-size sculptures (n): statues that are the same size and proportion as the real thing

cyclists (n): people who ride bikes

sculptor (n): a person who make sculptures

cast a statue (v): to make a statue

local people (n): people living in the local area

recognise (v): to be familiar with sth

encourage (v): to give support and persuade sb to do sth, or act in a certain way

think about (the environment) (v): to consider

pollution (n): poisoning of water (air or land)

damage (v): to harm

coral reefs (n): areas under the sea where coral grows

create statues (v): to make statues

cement (n): a hard material used to build houses, statues, etc.

attract (v): to draw close

grow (v): to live and increase in size and age

flippers (n): shoe-like footwear with long paddle extending from the toes which help with underwater swimming

stunning (adj): beautiful, amazing and visually attractive

BACKGROUND INFORMATION

Cancun is a city on the east coast of Mexico on the Yucatan Peninsula. It has a population of 705,000. It is a very popular tourist resort with lots of sandy beaches and beachfront hotels and is known as the Mexican Caribbean.

The Yucatán Peninsula is in the southeast of Mexico and it has the Caribbean Sea on one side and the Gulf of Mexico on the other. It contains the Mexican states of Yucatán, Campeche, Quintana Roo and part of Belize. It is in the Atlantic Hurricane Belt and often suffers as a result.

Jason deCaires Taylor is a sculptor who graduated from the London Institute of Arts in 1998. He has an English father and a Guyanese mother. He worked as a scuba diving instructor around the world before he started working on underwater sculpture projects. He created the world's first underwater sculpture park in Grenada, West Indies, in May 2006 and then went on to create the Museo Subacuático del Arte (MUSA) in Cancun, Mexico.

Coral is a living organism. It lives in a colony of large groups of polyps. Coral secretes calcium carbonate which makes a hard skeleton that we know as coral reef. Corals also have tentacles and stinging cells. They can use these to catch small fish and microscopic animals to eat, but for some corals their main food source is algae. Some, like those in the Great Barrier Reef in Australia, prefer sunlight and clear shallow water and develop in tropical waters. Other corals, like those in Alaska, live in deeper, colder water.

- 2 **Aim** To read for specific information

- Explain the task to Ss and tell them that they should pick the most relevant answer depending on what is written in the text.
- Allow Ss plenty of time to read the text again carefully and complete the task.
- Elicit answers from various Ss in the class and ask them to give evidence from the text to reinforce their choice. Check Ss' answers.

Answer Key

- 1 B (lines 6-7) 3 B (lines 10-14)
2 A (lines 8-9) 4 B (lines 17-19)

BACKGROUND INFORMATION

Coral Reefs

Coral reefs are structures of corals underwater. Most reefs are made up of stony corals which have a hard outer layer which protects them and gives them strength and structure.

Coral reefs are home to 25% of all sea creatures including fish and sea sponges and are an important part of our eco-system.

Coral reefs can be found in areas all over the world. The Pacific Ocean, with its shallow, warm and clear water, has the ideal conditions for coral reefs. Coral needs few nutrients to survive.

Today, coral reefs are under threat from pollution, fishing and climate change due to their sensitivity to water temperature.

- 3 **Aim** To consolidate and practise new vocabulary in context

- Explain the task to Ss and tell them that they are to use only words from the **Check these words** box.
- Allow Ss time to complete the task.
- Elicit answers from Ss around the class.

Answer Key

- 1 sculptures 4 damage 7 grow
2 flippers 5 attract 8 Pollution,
3 local people 6 sea creatures environment

- 4 **Aim** To practise opposites

- Read the list of words aloud and explain that the words have opposites that can be found in bold in the text.
- Explain the term 'opposites', if necessary, using simple pairs *good/bad, happy/sad*.
- Allow Ss time to complete the task.
- Check Ss' answers.

Answer Key

- 1 encourage 5 below 9 put on
2 beautiful 6 near 10 damaged
3 attracts 7 damaging
4 bottom 8 largest

Grammar

- 5 **Aim** To present *might – may – could – will probably – will definitely*

- Read out the grammar box.

- Explain *might* as meaning there is a slight possibility and that it is just possible. Use the example from the box to demonstrate its use in a sentence structure.
- Explain that *may* is about possibility and that it is used to say that something has a possibility of happening. Use the example to demonstrate. Explain that both *may* and *might* are modals we use when we are uncertain of what will happen.
- Explain that *could* also relates to possibility (e.g. *I could go to the park if I finish my homework.*)
- Explain that *probably* means that something is likely, or that there's a good chance of something happening. Tell Ss that it expresses more certainty than *may, might* and *could*.
- Explain that *definitely* means that something is sure to happen.
- Ask Ss to find examples in the text.

Answer Key

might: ... *might not believe their eyes, ... so divers might even see someone ...*

(will) probably: ... *you probably won't be able ...*

- 6 **Aim** To practise *might – may – could – will probably – will definitely*

- Explain the task and read out the example.
- Allow Ss time to complete the task.
- Elicit answers from Ss around the class.
- Check Ss' answers.

Answer Key

- 2 *The underwater park could attract 750,000 visitors per year.*
3 *We may go snorkelling this afternoon.*
4 *Coral will probably grow on the sculptures in the underwater park soon.*
5 *We might swim to the park today.*
6 *We'll definitely go to Cancun next weekend.*

Speaking & Writing

- 7 a) **Aim** To summarise points from a text

- Ask Ss to think of two reasons why someone should visit the underwater park.
- Allow Ss time to re-read the text.
- Elicit answers from Ss around the class and write their suggestions on the board.
- Ask Ss to vote on which two reasons are the best.

Suggested Answer Key

Reason 1: *You should visit this park because it is the largest underwater sculpture park in the world.*

Reason 2: *You should visit this park because you will get to see a very clever way in which people are trying to conserve coral reefs.*

b) **Aim** To consolidate information from the text

- Ask Ss why the park is important.
- Ask them to write a few sentences
- Allow Ss time to complete the task.
- Ask individual Ss to tell the class.

Suggested Answer Key

The park is important because it protects sea life. It attracts sea creatures and encourages coral to grow on the statues. It also encourages people to think about the environment.

8 **Aim** To write an email to a friend about a holiday

- Explain the task. Elicit that Ss should write in informal style.
- Remind Ss to write about the underwater park and to include where they are going, how they are going to get there and what they will probably see there.
- Allow Ss time to complete the task.
- Ask Ss to read their emails to their partners.

Suggested Answer Key

Dear Alex,
Guess what! I am in Cancun, Mexico. It's amazing here. Tomorrow, I am going to visit the world's largest underwater sculpture park! I'll put on some snorkelling gear and swim out to an underwater park full of life-size statues. There are hundreds of sculptures of people and animals. The sculptor made the statues to attract sea creatures and encourage coral to grow on them. I'll definitely have a great time. I can't wait!
See you,
Sam

4f Attractions

Vocabulary

1 **Aim** To present vocabulary for places in a city

- Direct Ss' attention to the pictures and play the recording.
- Ss listen and repeat chorally or individually. Pay attention to Ss' intonation.
- Read out the example and then ask various Ss around the class to say similar sentences about which features are in their town/city.

Suggested Answer Key

In my city there is a large zoo and a huge market. There are peaceful gardens and cosy restaurants. There are traditional houses but there aren't any tall skyscrapers. There isn't a long bridge either.

Reading & Listening

2 a) **Aim** To introduce the topic, predict the content of a text and read for specific information

- Elicit what, if anything, Ss know about Sydney.
- Then elicit a variety of questions from Ss around the class and write the three best ones on the board. Ss copy the questions into their notebooks.
- Ask Ss to read the text and see if they can answer them.

Suggested Answer Key

- 1 What can you do in Sydney?
You can take a ferry across the harbour, visit the Sydney Opera House, go shopping, visit the zoo and the Chinese Garden.
- 2 What can you see in Sydney?
You can see the Harbour Bridge and the Sydney Opera House.
- 3 Where can you eat in Sydney?
You can eat at one of Sydney's many seafood restaurants.

b) **Aim** To read for general comprehension

- Explain the task and ask Ss to read the headings and then give them time to read the text again.
- Ss complete the task. Ask Ss to justify their answers.
- Check Ss' answers.

Answer Key

- 1 F (take a Harbour Highlights Cruise)
 - 2 A (discover the stars, identify stars, why the moon is ...)
 - 3 B (home to 2,600 animals ..., opportunity to see animals such as tigers, giraffes ..., get a feel for the jungle)
 - 4 C (treasure hunt, real Captain Jack Sparrow, treasure chest of goodies)
 - 5 E (in love with the water, feel like doing some water sports, surfing, head down to surfer's paradise, good surf schools, enjoy the thrill of surfing)
- Explain/Elicit the meanings of the words in the **Check these words** box or ask Ss to look up their meanings in their dictionaries.

Suggested Answer Key

cosmopolitan (adj): sophisticated and open-minded
atmosphere (n): general impression you get of a place

splendours (n pl): beautiful and impressive features
cultural (adj): related to the arts
historic (adj): important in history
majestic (adj): beautiful and impressive
treasure hunt (n): search for valuable old objects that are hidden or lost
goodies (n pl): pleasant or attractive things
spirit (n): attitude
paradise (n): perfect place

3 **Aim** To consolidate new vocabulary

Give Ss time to complete the collocations and then check Ss' answers around the class.

Answer Key

- | | | |
|------------|------------|------------|
| 1 pleasant | 3 heritage | 5 historic |
| 2 school | 4 treasure | 6 water |

4 **Aim** To consolidate information in a text

- Explain the task.
- Play the recording. Ss listen and follow the text in their books.
- Give Ss a three-minute time limit to write their sentences then tell their partners.
- Check Ss' answers around the class.

Suggested Answer Key

You should visit Sydney because it is a beautiful city with lots to offer. You can visit the famous Sydney Opera House. You can go visit the observatory and find out about the stars and moon. You can also visit Taronga Zoo which is one of the largest zoos in the world.

Grammar

5 **Aim** To revise a/an – the

- Ask Ss to read the theory and elicit further examples from Ss around the class. Ask Ss to look at the **Grammar Reference section** for more details.
- Give Ss time to complete the sentences, then check Ss' answers.

Answer Key

- | | | |
|-----------|----------------|-----------|
| 1 a, – | 4 a, –, the | 7 –, –, – |
| 2 the, – | 5 The, an, the | |
| 3 a, –, – | 6 A, the | |

6 **Aim** To practise a/an – the

Give Ss time to complete the text and then check Ss' answers around the class.

Answer Key

- | | | | |
|-------|-------|-------|--------|
| 1 a | 4 the | 7 a | 10 the |
| 2 – | 5 the | 8 the | |
| 3 The | 6 the | 9 a | |

7 **Aim** To present relatives

- Ask Ss to read the theory and draw their attention to the relatives in bold and elicit what we use each one to refer to (*who/that* – people, *which/that* – things, *where* – places, *whose* – possession).
- Give Ss time to complete the rules and then check Ss' answers around the class.

Answer Key

- | | |
|------------|--------------|
| 1 who/that | 3 which/that |
| 2 where | 4 whose |

8 **Aim** To practise relatives

- Give Ss time to complete the task referring back to the theory box if necessary.
- Check Ss' answers.

Answer Key

- | | | |
|---------|---------|---------|
| 1 which | 4 who | 7 where |
| 2 whose | 5 which | 8 which |
| 3 where | 6 who | |

9 **Aim** To practise relatives using personal examples

- Give Ss time to complete the task using personal examples.
- Ask various Ss around the class to read out their answers.

Suggested Answer Key

- I like people who are honest.
- I prefer restaurants which serve seafood.
- I like watching documentaries which are about nature.
- I can't stand people who are rude.
- I love reading books which are about magic.

4g Skills

Vocabulary

1 a) **Aim** To present vocabulary about holiday problems

- Read through the list of holiday problems aloud and ask Ss to follow in their books.
- Explain the matching task and allow Ss time to complete it.
- Elicit answers from Ss around the class.
- Play the recording for Ss to check their answers.

Answer Key

- | | | | |
|-----|-----|-----|-----|
| 1 B | 3 G | 5 E | 7 H |
| 2 F | 4 A | 6 C | 8 D |

- b) **Aim** To practise the pronunciation and intonation of statements about holiday problems

Play the recording again with pauses for Ss to repeat individually or chorally. Remind them to pay attention to the intonation.

Listening

- 2 a) **Aim** To predict content

- Read the **Study Skills** box aloud.
- Direct Ss' attention to the list of problems (A-E).
- Explain that thinking about words that they expect to hear can help them identify a spoken text and can make listening exercises easier.
- Ask Ss what words they expect to hear on the recording related to the problems.
- Write the problems (A-H) on the board and the expected words under each problem.

Suggested Answer Key

Expected words

A: late, miss flight, etc.

B: bad food, sick, food poisoning, etc.

C: rain, no sun, cold, etc.

D: rubbish, litter, dirty beach, sunburnt, small room, etc.

E: lost, suitcases missing, steal passport, steal/rob, out of money, etc.

- b) **Aim** To listen for gist

- Play the recording and allow Ss time to match the speakers and problems.
- Check Ss' answers. Play the recording again with pauses so that Ss focus on the words related to each problem.

Answer Key

1 A 2 C 3 E 4 D

Speaking

- 3 a) **Aim** To listen for specific information

- Explain the task and draw Ss' attention to the dialogue.
- Play the recording and ask Ss to follow in their books.
- Ask various Ss what they think the problem is.
- Play the recording again. Check Ss' answers.

Answer Key

Anna's problem is that someone stole all her money.

- b) **Aim** To act out a dialogue

- Explain the task. Remind Ss to use the problems from Ex. 1 and sentences from the table.
- Divide Ss into pairs and allow Ss time to prepare a dialogue. Monitor the activity and provide help if necessary.
- Ask various pairs to act out their dialogues in class.

Suggested Answer Key

A: Hi Elaine, it's Samantha!

B: Hi Sam! How are you? Are you enjoying yourself in New York?

A: Yes, but listen to this! The airline lost our luggage.

B: Really? Oh dear!

A: We had to spend two whole days without any of our things!

B: Oh, that's terrible!

- 4 **Aim** To write about a holiday problem

- Explain the task and allow Ss time to think about a problem they had on holiday and write a few sentences about it.
- Ask various Ss to read their sentences aloud in class.

Suggested Answer Key

When I went on holiday to Spain last year, I got really badly sunburnt on my second day. I had to spend an afternoon in hospital and I wasn't allowed to go out in the sun for the rest of my holiday!

4h Writing

- 1 **Aim** To understand the structure of a letter

- Explain the task and allow Ss time to match the paragraphs with the descriptions.
- Elicit answers from Ss around the class.
- Check Ss' answers.

Answer Key

A 2 B 1 C 4 D 3

- 2 a) **Aim** To learn the use of adjectives

- Read out the **Writing Tip**.
- Point out that adjectives like *good*, *bad* and *nice* are not very interesting in writing texts whereas words like *awful*, *delicious* and *great* can make a text more interesting.
- Allow Ss time to complete the task.
- Check Ss' answers.

Answer Key

hotel: luxurious
weather: cloudy

fish: colourful
villages: lovely quiet fishing

b) **Aim** To practise using adjectives

- Explain the task and give Ss time to complete it.
- Check Ss' answers on the board.

Answer Key

A bad – **awful**, nice – **brilliant**, good – **exciting**,
nice – **delicious**

B nice – **beautiful**, bad – **crowded**, good –
interesting

3 **Aim** To identify opening/closing remarks

- Draw Ss' attention to the sentences and ask Ss to comment on whether each sentence is an opening or closing remark.
- Allow time for Ss to complete the task alone.

Answer Key

1 O 2 C 3 C 4 O 5 O 6 C

BACKGROUND INFORMATION

St Lucia is an island in the Caribbean. It is also a country and the capital city is Castries. It is 616 km² in size and 173,000 people live there. It is a very exclusive tourist resort and the people speak English.

4 **Aim** To write a letter about your holiday

- Explain the task and tell Ss that they should imagine they are on holiday and they should write a letter to a friend about it.
- Ask Ss to write 80-100 words and include a bad experience.
- Draw Ss' attention to the plan and ask them to use the same layout in their letters.
- Remind Ss that they can use Steven's letter as a model.
- Elicit various ideas as to activities and bad experiences one can have while on holiday.
- Write these phrases/sentences on the board for Ss to use in their letters. Ask Ss to copy them in their notebooks.

Useful phrases for informal letters about holidays

I'm having a great time.

Greetings from ...

The weather is perfect/great/awful, etc.

We're staying in a hotel/cottage/on a yacht, etc.

We swam/went sightseeing/went trekking/went surfing, etc.

Today we are going to the museum/aquarium/gallery/ on a tour round the island, etc.

The only bad thing is I got sunburnt/hotel is crowded/ someone stole my camera, etc.

See you soon/next week.

- Allow Ss time to complete the task.
- Ask various Ss to read their letters in class.

Suggested Answer Key

Dear Charlotte,

How are you? I'm having a great time here in Paris! We're staying in the city centre. The hotel room is very small but the weather is amazing!

Yesterday, we walked along the River Seine and visited Notre Dame. Unfortunately, it was very sunny outside and I got sunburnt on my shoulders. Today, we're going to climb the Eiffel Tower. Later, we are going to the Champs Elysees to do some shopping.

Tomorrow, we're going to visit the Louvre. It's full of paintings and statues and I'm really looking forward to seeing the Mona Lisa.

Well, I must go now. We're meeting some friends for lunch. See you next week.

Love,

Elena

4i Curricular: Citizenship1 a) **Aim** To introduce the topic

- Ask Ss to read the dictionary definition.
- Ask Ss what they think a responsible camper is. Allow Ss time to read the introduction and check.

Suggested Answer Key

I think a responsible camper is someone who cares about the place where they are camping, and makes sure they protect the environment and keep themselves safe.

b) **Aim** To predict the topic of a text

- Ask Ss to think about what the term 'responsible camper' means to them. Ask Ss what they think responsible campers do and don't do.

- Write *Do* and *Don't* do in two columns on the board and put Ss' answers in the relevant column. *Do: have the right equipment, check the weather forecast, boil water from streams, be careful with food, keep water near a campfire, etc. Don't: camp in bad weather, eat wild fruits or berries, go near wild animals, etc.*
- Play the recording and ask Ss to follow in their books.

Suggested Answer Key

Responsible camping includes having the right emergency equipment with you, postponing your trip if the weather is bad, boiling water from streams before drinking it and keeping water next to a campfire. A responsible camper doesn't eat wild fruits and berries and doesn't feed pat or go near wild animals.

2 **Aim** To read for specific information

- Explain the task. Allow Ss time to read the text again and complete the task.
- Elicit answers from Ss around the class and correct any mistakes.
- Explain/Elicit the meaning of words in the **Check these words** box. Ask Ss to identify what part of speech each is.

Answer Key

- 1 *make sure you have the right equipment and check the weather forecast*
- 2 *bottled water or boiled water from streams*
- 3 *because summer heat can quickly spoil food*
- 4 *pour water over it and cover it with soil*
- 5 *put it in sealed bags*

Suggested Answer Key

explore (v): to travel around to see what somewhere is like

dangers (n pl): things or people that can harm you

protect (v): to prevent from being damaged

safe (adj): unharmed

prepare (v): to get ready

emergency equipment (phr): things helpful to use in unexpected or dangerous situations such as an accident

compass (n): an instrument used for finding directions

forecast (n): a statement of what will happen in the future

postpone (v): to delay an event to take place at a later time

hassle (n): difficult situation that involves problems

stream (n): small narrow river

seal (v): to cover in order to prevent air, liquid or other material getting in or out

spoil (v): to be no longer good to eat

put out (phr v): stop (a fire, flame etc) burning

leave alone (phr): not bother

leftovers (n pl): food that's not been eaten after a meal

3 **Aim** To practise new vocabulary in context

- Explain the task and tell Ss to use words only from the **Check these words** box.

- Allow Ss time to complete the task.
- Check Ss' answers.

Answer Key

- | | | |
|------------|-------------|---------|
| 1 prepares | 3 emergency | 5 alone |
| 2 forecast | 4 put out | |

4 **Aim** To personalise the topic

- Ask Ss to think about whether they are responsible campers. Remind them of some of the key points of responsible camping. Ss can use the *Do/Don't* table.
- Allow Ss time to write a few sentences.
- Ask various Ss to read their sentences to the class.

Suggested Answer Key

I think that I'm a responsible camper because I try to be prepared when I go camping. I always check the weather forecast when I go, for instance. Also, I take bottles of water with me and canned food and of course I never eat any wild fruits or berries. Once, when I went camping with some friends, we built a campfire but we built it far away from our tent and any trees or bushes and we put it out properly by pouring water on it and then covering it with soil. We didn't see any wild animals that time, but if I saw any while camping in the future, I would leave them alone!

5 **Aim** To research and present further ideas about the topic

- Explain that there is more to learn about responsible camping and tell Ss that they should use the Internet to gather more information and type the key phrase in the search bar.
- Allow Ss time to research the topic and make notes about what they find.
- Ask Ss to present their ideas in class.

Suggested Answer Key

Other ways in which people can be responsible campers:

- *Put all your litter in a bin or take it home with you.*
- *Never pick any flowers or plants or take any rocks or other things home with you; leave them for others to enjoy.*
- *Respect the peace and quiet of other campers by not shouting or playing loud music.*
- *Never use detergents, soap or toothpaste in any water source as they may harm fish and other wildlife.*

Language Review 4

- | | | | | | |
|---|-----|-----|-----|-----|------|
| 1 | 1 I | 3 F | 5 A | 7 J | 9 G |
| 2 | 2 C | 4 B | 6 D | 8 E | 10 H |

- | | | | |
|---|------------|--------------|-----------|
| 2 | 1 swimming | 5 coral | 9 quad |
| | 2 stunning | 6 true | 10 forest |
| | 3 sea | 7 water | |
| | 4 grizzly | 8 endangered | |

- 3 1 in 3 of 5 of 7 to
2 on 4 from 6 with
- 4 1 miss 3 lost 5 takes 7 stay
2 view 4 trip 6 tour

GAME

Aim To consolidate vocabulary from the module

- Divide the class into 2 teams. Each team takes turns writing or saying a sentence with one of the words/phrases in the list.
- Each correct sentence earns one point. If the sentence is incorrect, the team misses a turn.
- The team with the most points after all the words have been used wins.

Suggested Answer Key

He spent the whole morning **lying on the beach**; he didn't want to swim.

They decided to **go on a safari** to Africa to see the wildlife there.

Rangers at Sherwood Forest teach visitors how to **identify trees**.

I'm going to **take the plunge** and learn how to scuba dive.

Put the **leftovers** in a plastic container and we will eat them tomorrow.

There were **spectacular views** over the valley.

There are **hot springs** in Yellowstone National Park.

Scientists think the Yellowstone volcano will **erupt** again, destroying the western US.

The **opening hours** are 8 am to 6 pm, 7 days a week.

Make sure you take **emergency equipment** such as a compass, a first aid kit and a whistle when you go camping.

Go to Sherwood Forest and you'll have **the time of your life**; you won't regret it.

I got stuck in traffic and **missed my flight** to Paris.

We **went sightseeing** around the area and got some great photographs.

We'll volunteer to clean the **dirty beach**.

I can't afford to stay in a **luxurious hotel**.

We'll **take a tour** of the city to see the sights.

Quiz

Answer Key

- 1 Australia.
- 2 2,600 animals including tigers, giraffes, turtles, koalas and tasmanian devils.
- 3 In Krasnaya Polyana.
- 4 Every 90 minutes.

- 5 In Sherwood forest.
- 6 Wyoming, Montana and Idaho.
- 7 400.
- 8 About 640,000 years ago.

Ss prepare their quiz in groups. Ask Ss to go through the pages of Module 4 and select information to compile their quiz. Ask groups to exchange quizzes, do them, then check their answers.

Suggested Answer Key

Quiz

- 1 How should you put out a campfire? (pour water on it and cover it with soil)
- 2 How many rides are there at Silverwood Theme Park? (65)
- 3 What should you do before drinking water from a stream? (boil it)
- 4 What's the name of the geyser in Yellowstone National Park? (Old Faithful)
- 5 Where is the Dinosaur Museum? (Wyoming)
- 6 What is Jason de Caires Taylor's job? (He's a sculptor.)
- 7 Where is Caires Taylor's underwater sculpture park? (In Cancun, Mexico)
- 8 Where is St Lucia? (In the Caribbean)

Skills 4

Reading

- 1 a) **Aim** To introduce a type of reading task

- Read out the **Study Skills** box and explain that this tip will help Ss to complete the task successfully.
- Ask Ss to look at the questions and elicit what each one asks for.

Answer Key

- 1 grammar structure 2 lexical item

- b) **Aim** To practise answering multiple choice cloze questions

- Elicit the answers for each question from various Ss around the class.
- Tell Ss the underlined words will help them choose the answer.

Answer Key

- 1 B 2 D

- 2 a) **Aim** To prepare for a reading task

Read the rubric aloud and then give Ss time to read the text quickly for gist.

b) **Aim** To read for lexis-grammatical structure

- Give Ss time to read the text again sentence by sentence and complete the task.
- Check Ss' answers.

Answer Key

1 D 2 B 3 D 4 C 5 A 6 A

Speaking

3 **Aim** To make a decision with a partner

- Read the rubric aloud, explaining/eliciting the meaning of any unknown words, then ask Ss what questions they might ask the travel agent. Write them on the board.
- Ask Ss to take the roles of the customer and the travel agent and act out their conversation. Remind Ss that they must cover all three points in the rubric and make a decision at the end of the conversation.
- Monitor the activity around the class.

Suggested Answer Key

Customer: So what type of accommodation is available at the holiday village?

Travel agent: Well, there are different types of self-catering flats; one sleeps two and the other sleeps up to five people. There are also caravans which are a lot cheaper.

Customer: Oh, really? That's good for us because we want to book something that's reasonably priced. Now, my parents and I really enjoy water sports and swimming. What types of activities are available at the village?

Travel agent: There are actually over 100 different indoor and outdoor activities, including quite a few water sports. There are two Olympic-sized pools, one indoor and one outdoor, including a wave machine and slide, and a huge lake where you can sail, wind-surf, canoe and try other water sports.

Customer: Right. That sounds like fun. Now what about equipment? Do you have to bring any of your own?

Travel agent: No, the village has very good equipment such as windsurfers and scuba diving equipment and its use is all included in the price of the holiday.

Customer: That's great. Lastly, can you tell me how much a week at the village costs if you stay in a caravan?

Travel agent: Certainly. For a week in a caravan that sleeps up to four and access to all the activities at the village, it's £460 per person.

Customer: OK, that's OK. I think I'd like to book, please.

Travel agent: OK, great.

Listening

4 a) **Aim** To listen for specific information

- Ask Ss to re-read the rubric and explain the task.
- Ask Ss to read the holiday types A-E.
- Play the recording. Ss listen and match the people to the holidays.
- Check Ss' answers.

Answer Key

1 C 2 B 3 A 4 E

b) **Aim** To listen for detailed comprehension

- Ask Ss to read questions a-e then play the recording.
- Ss listen and complete the task.
- Check Ss' answers.

Answer Key

a 3 b 1 c 4 d 2 e 4

Writing

5 **Aim** To prepare for a writing task

- Read out the **Study Skills** box and explain that this tip will help Ss to complete the task successfully.
- Ask Ss to read the rubric and then elicit what sort of language it asks for (e.g. *Would you like to come ...?*).
- Give Ss time to think of a few phrases and then compare with their partner.
- Check Ss' answers around the class.

Suggested Answer Key

We are going ... Would you like to come ...? My family ...

We could go skiing/snowboarding, etc.

You should bring ... You will need ...

6 **Aim** To write a letter of invitation

- Go through the rubric with Ss. Elicit phrases related to *inviting*, *making suggestions* and write them on the board.

Useful phrases for inviting/making suggestions

Inviting

*I'd really like you to come.
Why don't you come?
It would be great if you could come.*

Making suggestions

*We can/could go ...
Let's go ...
What about ...?
How about ...?*

- Elicit ideas for each bullet point and write them on the board under these headings.
DATE: next month, next weekend, etc.
LENGTH OF STAY: a week, four days, etc.
OUTDOOR ACTIVITIES: skiing, snowboarding, sledging, etc.
CLOTHES: ski jacket, heavy clothes, gloves, waterproof trousers, etc.
- Check Ss' answers.
- Give Ss time to complete the task using their answers and the plan provided.
- Remind Ss to include each of the bulleted points.
- Check Ss' answers.

Suggested Answer Key

Dear Lisa,

How are you? I'm excited right now because my family and I are planning a winter holiday in our mountain cabin from 1st-15th December. It's near a really nice ski resort and I'd really like you to come. There will be me, my parents and my brother, Hans, staying in the cabin, but there is plenty of room for you. We can go skiing, snowboarding and sledging. It'll be great fun! You'll need to bring warm clothes, a ski jacket, waterproof trousers, a hat and gloves. The flight costs around £250 with Swiss Airlines. I really hope you'll come. Write back soon and let me know.

Love,
Heidi

Russia 4

Reading & Listening

1 **Aim** To introduce the topic of the text

- Ask Ss to try to answer the questions.
- Play the recording. Ss listen and follow the text in their books. Ask Ss if the text answers the questions, and if so, what the answers are.

Answer Key

Krasnaya Polyana is the most modern ski and snowboard resort in Russia. It's famous for its skiing pistes and its after-ski cafés.

- Explain/Elicit the meaning of words in the **Check these words** box.

Suggested Answer Key

resort (n): a place where lots of people go on holiday

accessible (adj): easy to get to

piste (n): ski slope

cosy (adj): comfortable and warm

adventurous (adj): eager to visit new places and have new experiences

snowfield (n): a large area that is always covered in snow

local (n): person who lives in a certain area

safe (adj): not dangerous

2 **Aim** To read for specific information

- Ask Ss to read the text again and complete the sentences.
- Allow Ss time to complete the task.
- Elicit answers from various Ss around the class.
- Check Ss' answers.

Suggested Answer Key

- | | |
|------------------------|----------------------------|
| 1 (Russian) ski resort | 4 and cosy/after-ski cafés |
| 2 Sochi | 5 go by/get/catch |
| 3 a/the train | a helicopter |

Speaking & writing

3 **Aim** To present information in a text from notes in a table

- Write the table on the board and give Ss time to prepare their answers. Elicit Ss' notes and write them under the headings.
- Choose various Ss to present the resort to the class using their notes.

Suggested Answer Key

Name of resort: Krasnaya Polyana

Famous for: skiing pistes and cosy after-ski cafés

Location: 45 km from summer resort of Sochi on Black Sea coast at height of 600 m

How to get there: by plane or train

What there is: different pistes for beginners up to expert skiers or snowboarders, snowfields up to 4,000 metres high

What to do: skiing or snowboarding, relax in after-ski cafés

Krasnaya Polyana is famous for its skiing pistes and cosy after-ski cafés. It's 45 km from the summer resort of Sochi on the Black Sea coast at a height of 600 metres. You can get there easily by plane or by train. There are different pistes there for beginners right up to expert skiers or snowboarders and even snowfields up to 4,000 metres high! It's great there. You can go skiing or snowboarding and relax in after-ski cafés.

4 **Aim** To write a paragraph about another ski resort

- Ask Ss to work in small groups and collect information from the Internet.
- Allow Ss time to collect their information and write their paragraph.
- Allow Ss to present their information in class.

Suggested Answer Key

Feldberg in The Black Forest is Germany's biggest ski resort close to the Alps. It is about 2 hours from Stuttgart or Heidelberg. There are 14 ski lifts there and over 50 km of alpine trails. It's a very good place for beginners but there are also some expert pistes, too. It's quite cheap there and there are some good restaurants to eat in. It's also very beautiful with tall pine trees on the slopes.

Module 5

Helping hands

Topic

In this module Ss will explore the topic of world problems including natural disasters, environmental problems and humanitarian problems.

Module page

79

Lesson objectives: Overview of the module, to listen for specific information

Vocabulary: World problems (*unemployment, racism, pollution, global warming, endangered animals, deforestation, homelessness*)

5a Disaster!

80-81

Lesson objectives: To read for gist and specific information, to learn the present perfect, to listen for specific information, to write a diary entry

Vocabulary: Natural disasters (*drought, flood, earthquake, forest fire, tornado, tsunami, hurricane*); Verbs (*destroy, affect, suffer, clear*); Nouns (*volunteer team, injury, challenge, rubble, rescue team, wage, conditions, running water, medical supplies*); Adjective (*awful*)

5b Going to help

82-83

Lesson objectives: To read for specific information and cohesion and coherence, to learn *just/yet/already/since/for/ever/never*, to compare the present perfect and the past simple, to write and act out an interview

Vocabulary: Social problems (*poverty, disease, illiteracy, hunger, child labour, war*); Verbs (*achieve, stumble, promise, cause*); Phrasal Verbs (*end up, set out, look after*); Nouns (*failure, top, hunger, ground, stick, peace award, proof, courage, ignorance, campaign, issue*); Adjectives (*injured, poor, thrilling, best-selling*); Phrases (*make it, raise money*)

5c Culture Corner

84

Lesson objectives: To listen/read for gist, to read for specific information, to talk/write about charity event

Vocabulary: Verbs (*raise money, support, make a donation, record a song, appear*); Nouns (*charity event, sort (of), laughter, famine, cause, viewer, celebrity, silly outfit*); Phrases (*take place, get an education, get involved*)

5d Everyday English

85

Lesson objectives: Asking for and offering help, to pronounce homophones

Vocabulary: Helping (*put up posters, sell tickets, make banners, collect donations, decorate the venue*); Sentences (*What are you doing?, Well, I'm free this afternoon., Can I give you a hand?, Would you mind helping us with that?, Yes, that's not a problem., Around 6 pm would be great., OK, see at 6 tomorrow.*)

5e Endangered Species

86-87

Lesson objectives: To listen and read for gist, to read for specific information, to learn *-ing/-ed* adjectives, to listen for gist and specific information, to talk and write about helping animals

Vocabulary: Verbs (*monitor, track, record, survey, patrol*); Phrasal Verb (*cut down*); Nouns (*species, rainforest, observation team, porch, hammock, hunting, steep slope, location, farming, conservation project, dawn, nest*); Adjectives (*floating, challenging, spectacular*); Phrases (*lay their eggs, mistake for*)

5f Determination

88-89

Lesson objectives: To read for specific information, to learn the past perfect, to learn the conditional type 3, to learn wishes

Vocabulary: Injuries (*get sore feet, break your arm, twist your ankle, bang your head, cut your finger, sprain your wrist, scratch your face, get a swollen knee*); Verbs (*quit, motivate*); Nouns (*champ, sunscreen, physical pain, association, challenge, desert, nasty fall*); Phrases (*set a world record, dream come true, raise money, make a donation*)

5g Skills

90

Lesson objectives: To listen for specific information, making suggestions, expressing preferences

Vocabulary: Activities at an eco-camp (*plant trees, sit around a campfire, cook on a barbecue, sleep in wooden huts, grow vegetables, clean out a pond, go on a nature hike, collect rubbish for recycling, go canoeing, plant vegetables, go fishing, play volleyball, go swimming in the lake*)

5h Writing

91

Lesson objectives: To learn *have been/have gone*, to write an email giving your news

5i Curricular: Geography**92**

Lesson objectives: To read for gist, to give a presentation on an ocean

Vocabulary: Verbs (*cover, record, poison, protect*); Phrasal Verbs (*make up, take out, end up*); Nouns (*surface, water supply, survival, mammal, coral reef, whale, wind pattern, rainfall, ocean current, heat, overfishing*); Adjective (*majestic*)

Language Review 5**93**

Lesson objectives: To test/consolidate vocabulary and knowledge attained throughout the module, to play a game, to do a quiz, to write a quiz.

Skills 5**94-95**

Lesson objectives: To listen for specific information, to read for gist, to compare and contrast two posters, to write a note

Russia 5**96**

Lesson objectives: To read for specific information, to present information from notes, to collect information about an animal and make a poster

Vocabulary: Verbs (*camouflage, enable, hunt, suffer, estimate*); Nouns (*region, carnivore, deforestation, poaching, endangered species, individuals*); Adjective (*powerful*); Phrases (*cat species, striped coat, night vision*)

►► What's in this module?

Read the title of the module *Helping hands* and ask Ss to predict the content of the module (*the module is about social and environmental problems and what we can do to help those in need*). Go through the contents list and stimulate a discussion about what Ss will learn in the module.

Vocabulary**1 Aim To present new vocabulary**

- Draw Ss' attention to the pictures (1-7).
- Play the recording. Ss listen and repeat.
- Explain/Elicit what *social* and *environmental* mean (*relating to society/the environment*).
- Elicit which category each problem fits.

Social problems: unemployment, racism, homelessness
Environmental problems: pollution, global warming, endangered animals, deforestation

2 Aim To listen for gist

- Explain the task.
- Play the recording. Ss listen and decide which problem the speakers are talking about.
- Check Ss' answers around the class.

Answer Key

Speaker 1: endangered animals

Speaker 2: global warming

Speaker 3: homelessness

OVER TO YOU!**Aim To express an opinion about world problems**

Ask various Ss to say what they think the two most serious problems in their country are.

Suggested Answer Key

I think global warming and pollution are the two most serious problems in my country.

5a Disaster

Vocabulary

1 a) **Aim** To present new vocabulary

- Read the list of natural disasters and direct Ss' attention to the pictures (1-7).
- Allow Ss time to complete the task.
- Play the recording for Ss to check their answers.
- Play the recording again with pauses for Ss to repeat individually or chorally.

Answer Key

A 3 C 1 E 5 G 4
B 2 D 6 F 7

b) **Aim** To practise new vocabulary

Ask various Ss to say what natural disasters are common in their country. Elicit the plural form of each disaster and write them on the board.

Suggested Answer Key

Droughts are common in my country.

Floods are common in my country.

Earthquakes are common in my country.

Tornadoes are common in my country.

Tsunamis are common in my country.

Hurricanes are common in my country.

Reading & Speaking

2 a) **Aim** To introduce and predict the content of a text

- Ask Ss to read the first sentence in each diary entry and elicit answers to the questions in the rubric.
- Play the recording. Ss listen and follow the text in their books to find out if their guesses were correct.

Answer Key

Suzy is in Port-au-Prince in Haiti. I think she is a volunteer working as part of a team to rebuild Haiti after the earthquake.

b) **Aim** To read for specific information

- Allow Ss time to read the diary entries and mark the sentences.
- Check Ss' answers. As an extension, Ss can correct the false statements.

Answer Key

- 1 NS
2 F (*the earthquake has affected 3 million people*)
3 F (*Haiti suffers from hurricanes and floods every year*)
4 T

5 F (*it affected all of Haiti*)

6 NS

7 NS

BACKGROUND INFORMATION

On 12th January 2010, there was a terrible earthquake in Haiti. It measured 7.0 on the Richter scale and it affected over 3 million people. 230,000 died, 300,000 people were injured and 1 million people became homeless.

Note: The text extracts are from the diary of a fictional volunteer called Suzy, but the information is based on true facts as described by people who visited Haiti at that time.

3 **Aim** To practise new vocabulary

- Go through the **Check these words** box and explain/elicit the meanings of the words. Ask Ss to identify what part of speech each word is.

Answer Key

1 volunteer 3 rubble 5 rescue team
2 awful 4 medical supplies

Suggested Answer Key

volunteer team (n): a group of people who offer to do sth

destroy (v): to ruin

affect (v): to influence, cause to change

injury (n): damage done to the body

suffer (v): to feel mental/physical pain

challenge (n): sth difficult that requires determination to do

clear (v): to clean away

rubble (n): pieces of a destroyed building

rescue team (n): a group of people that work together to find and help victims

wage (n): money paid for work done

conditions (n): things which affect comfort, safety, etc

running water (n): water that comes from a tap

medical supplies (n): medicine, bandages, etc

awful (adj): terrible

- Allow Ss time to complete the task.
- Check Ss' answers.

4 **Aim** To describe a scene

- Allow Ss time to think about what they could hear, see and smell after an earthquake, and how they might feel. Ss prepare their answers. Point out that Ss should use the present simple/present continuous.
- Elicit answers from Ss around the class.

Suggested Answer Key

I can hear alarms and people crying. Someone nearby is screaming and other people are calling out the names of people in their families.

I can see fires in buildings and rubble all over the streets. Some people are lying injured on the ground and rescue teams are trying to help. Families are standing around looking at the damage to their homes. There is dust everywhere. I can smell burning plastic and smoke from the fires. I feel sad.

Grammar**5 Aim To present the present perfect**

- Ss close their books. Present the present perfect. Say: *I have walked the dog today.* Write it on the board. Underline *I have walked* and explain that this verb is in the present perfect. Explain that we use the present simple of the verb *have* and the past participle of the main verb to form the affirmative. Explain that we use this tense to talk about actions which started in the past and continue to the present. Refer Ss to the example sentence and point out that the action (have walked) has happened at a period of time that hasn't finished yet (it is still today). Point out that the past participle of regular verbs is formed adding *-ed* to the base form of the main verb. Refer Ss to the list of irregular verbs at the back of their books for irregular forms.
- Say, then write on the board: *I haven't walked the dog today.* Explain that this is the negative form of the present perfect. Elicit how it is formed.
- Say: *Have I walked the dog today?* Write it on the board. Underline *Have I walked* and explain that this is the interrogative form of the present perfect. Elicit/Explain that we answer using *Yes/No, + subject + have/has/haven't/hasn't.*
- Ss open their books. Go through the table then Ss complete the task.
- Elicit examples from the text.

Answer Key

- | | | |
|--------|-----------|----------|
| 1 Have | 3 haven't | 5 hasn't |
| 2 Has | 4 has | |

Suggested Answer Key

has destroyed, has affected, have lost, has offered, has caused, have damaged (and even) swept, have come, have cleared, have just arrived

6 Aim To practise the present perfect

- Explain the task and give Ss some time to complete it, then check Ss' answers.
- Elicit more past participles from the text.

Answer Key

*eat – eaten have – had give – given buy – bought
go – gone be – been find – found lose – lost
tell – told say – said see – seen*

Suggested Answer Key

arrived, destroyed, affected, offered, caused, damaged, swept, come, cleared

7 Aim To practise the present perfect

- Explain the task and allow Ss some time to complete it.
- Check Ss' answers on the board.

Answer Key

- | | |
|-----------------------------|-------------------|
| 2 have worked | 5 have saved |
| 3 Has the tornado destroyed | 6 haven't arrived |
| 4 have lost | |

Listening & Writing**8 a) Aim To listen for specific information**

- Explain the situation. Ask Ss to read phrases 1-5.
- Play the recording. Ss listen and tick the boxes.
- Check Ss' answers around the class. Ask Ss to form complete sentences using the present perfect.

Answer Key

*(ticked boxes) 1, 2, 5 They have brought supplies.
They have cleared roads. They have taken photos.*

b) Aim To write a diary entry

- Explain the task and tell Ss that they can use the ideas from Ex. 8a.
- Play the recording again.
- Remind Ss to use the diary entries in Ex. 2a as a model.
- Allow Ss three minutes to do the task. Alternatively assign it as HW.
- Ask various Ss to read out their diary entries in class.

Suggested Answer Key

Well, here I am in the Caribbean and I can't believe my eyes! The hurricane has destroyed many buildings and the conditions are terrible. The strong winds and rain have pulled trees down and swept them across the roads. There is glass and rubble everywhere. Our team has started to clear the roads and medical supplies have arrived. Hopefully we can help rebuild the village after this awful disaster!

BACKGROUND INFORMATION

The Caribbean is an area between North and South America to the east of Central America. It includes the Caribbean Sea, the West Indies, the Bahamas and other island groups and the surrounding coastlines. It is a popular tourist destination due to the tropical weather, white sandy beaches, clear blue sea and plentiful wildlife.

5b Going to help**Vocabulary****1 Aim** To present new vocabulary

- Draw Ss' attention to the pictures (1-6).
- Play the recording. Ss listen and repeat chorally or individually.
- Elicit answers to the question in the rubric.

Suggested Answer Key

To me, poverty is the most important problem because it can lead to hunger and other problems.

Reading & Listening**2 a) Aim** To introduce and predict the content of a text

- Ask Ss to read the first sentence of each paragraph and elicit their answers to the questions in the rubric.
- Ss read the text in their books to find out if their guesses were correct.

Suggested Answer Key

Greg Mortenson is someone who saw poor villagers when he was climbing a mountain and wanted to help them. He raised money in the USA for a school for them and continues to help them.

b) Aim To read for cohesion and coherence/ To expand vocabulary

- Allow Ss time to read the text again and match the sentences to the gaps. Point out that the words before and after each gap will help Ss complete the task.
- Play the recording.
- Ss listen and check their answers.

Answer Key

1 E 2 C 3 F 4 B 5 A

D is not used

- Go through the **Check these words** box and explain/ elicit the meanings of the words. Ss identify what part of speech each is.

Suggested Answer Key

achieve (v): to accomplish

end up (phr v): to eventually get somewhere/do sth, usually by accident

failure (n): a lack of success

set out (phr v): to begin a journey

make it (phr): to succeed in sth

top (n): peak

stumble (v): to walk awkwardly almost falling

injured (adj): hurt

poor (adj): having no money

hunger (n): shortage of food

ground (n): earth

stick (n): a piece of wood

promise (v): to tell sb you will do sth

raise money (v): to collect money for a specific purpose

peace award (n): a prize for promoting non-violence

thrilling (adj): exciting

proof (n): evidence

courage (n): bravery

best-selling (adj): very popular (books, DVDs)

ignorance (n): a lack of knowledge

cause (v): to result in

campaign (n): movement

issue (n): problem

look after (phr v): to protect, care for

c) Aim To practise new vocabulary

- Explain/Elicit what **admire** means (*to like/ respect sb*).
- Allow Ss time to complete the task. Check Ss' answers.

Suggested Answer Key

I admire Greg because he has made a difference in poor people's lives around the world.

BACKGROUND INFORMATION

Pakistan is a country in South Asia. It shares borders with India, Afghanistan, Iran and China. The capital city is Islamabad and it has a population of over 180 million. The people speak Urdu and English. It used to be part of India and became an Islamic republic in 1956. Poverty and illiteracy are problems there.

Afghanistan is a country in South Asia. It shares borders with Pakistan, Uzbekistan, Tajikistan, Turkmenistan and China. The capital city is Kabul and it has a population of 29 million. The people speak Persian and Pashto. Since the 1970s it has been in a state of civil war.

Grammar

- 3 a) **Aim** To present time expressions used with the present perfect

- Ask various Ss to read out the examples.
- Allow Ss time to find examples in the text.
- Check Ss' answers.

Answer Key

Have you **ever** wanted to ...? **Since** then, Greg's organisation has built... Greg **hasn't** finished **yet**. Greg **has just** written a best-selling book about his story called Three Cups of Tea.

- b) **Aim** To practise time expressions used with the present perfect

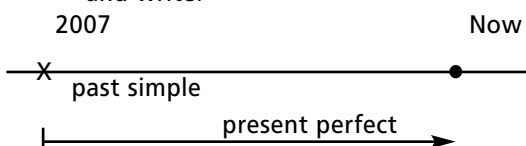
- Explain the task.
- Ss complete the task. Check Ss' answers around the class.

Answer Key

- | | | |
|---------|-----------|--------|
| 1 yet | 3 for | 5 just |
| 2 since | 4 already | |

- 4 a) **Aim** To compare the present perfect and the past simple

- Read the table aloud. Draw on the board and write:



John came here in 2007.

He has lived here since 2007.

- Point out that we use the past simple for actions which happened in the past, whereas we use the present perfect for actions which started in the past and continue to the present.
- Elicit examples from the text on p. 82 from Ss round the class.

Suggested Answer Key

Present Perfect: Have wanted, has built, hasn't finished, has won, has helped, has just written

Past Simple: wanted, ended up, began, set out, made, stumbled, looked after, saw, were, didn't have, wrote, knew, wanted, told, went, lived, built

- b) **Aim** To practise the present perfect and past simple

- Explain the task.
- Ss then fill in the gaps. Check Ss' answers.

Answer Key

- | | |
|---------------------|----------------------|
| 1 have been | 4 helped |
| 2 have already done | 5 felt |
| 3 went | 6 Have you ever done |

- 5 **Aim** To present the present perfect continuous

- Ss close their books. Present the present perfect continuous. Say: *I have been working all morning*. Write it on the board. Underline: **have been working** and explain that this verb is in the present perfect continuous. Explain that we use the present perfect continuous to emphasise the duration of an action that started in the past and continues to the present.
- Explain that we form the present perfect continuous with the auxiliary verb **have/has**, the past participle of the verb **to be (been)** and the main verb with the **-ing** ending.
- Ss open their books. Read the table. Explain that we form the negative by putting **not** between *have/has* and *been*. Explain that we form the interrogative by putting *have/has* before the subject. Elicit any similar structures in their L1.

(Ss' own answers)

- 6 **Aim** To practise the present perfect and the present perfect continuous

Give Ss time to complete the task and then check Ss' answers.

Answer Key

- | | |
|--------------------------|--------------------|
| 1 haven't seen | 4 has been waiting |
| 2 Have they been playing | 5 has been living |
| 3 have won | 6 has collected |

Speaking & Writing

- 7 **Aim** To write and act out an interview

- Explain the task and ask Ss to work in pairs. Ss prepare and then ask and answer questions. (With weaker classes write the questions in the Suggested Answer Key on the board. Allow Ss time to do the task.)
- Monitor the activity around the class and then ask some pairs to act out their interview in class.

Suggested Answer Key

Interviewer: Hello and welcome to the programme, Greg. Now, how did your story begin?

Greg: Well, it all started when I set out to climb K2. I never made it to the top, but I ended up in the village of Korphe. I was injured, hungry, and quite tired.

Interviewer: What happened to you there?

Greg: *The villagers looked after me and they were very kind. I noticed everyone was very poor. People were sick and the children didn't have a proper school.*

Interviewer: *What did you do?*

Greg: *I returned home and raised money to help them. They helped me and I wanted to do something for them.*

Interviewer: *What did you do exactly?*

Greg: *I returned with the money and built them a school.*

Interviewer: *What have you done since then?*

Greg: *Since then I've built around 80 schools in other poor countries. I also organise campaigns to fight poverty and illiteracy.*

Interviewer: *You have won many peace awards. How does this make you feel?*

Greg: *What makes me happy and proud is the smiles of the children we have helped.*

5c Culture Corner

1 **Aim** To introduce the topic and predict the content of the text

- Direct Ss' attention to the title and the pictures. Ask what is unusual in them. (*people are wearing red noses.*)
- Elicit answers to the questions in the rubric.
- Ss read the text to find out if their guesses were correct.

Suggested Answer Key

On Red Nose Day, people wear red clown noses and do funny things to help raise money for different causes.

2 **Aim** To read for specific information

- Explain the task.
- Give Ss time to re-read the text and do the task.
- As an extension, Ss can correct the false statements.
- Check Ss' answers.

Answer Key

- 1 F (...has taken place every two years ...)
- 2 F (... supports many different causes in the UK and around the world ...)
- 3 T
- 4 F (Anyone can ... raise money for Comic Relief World ...)
- 5 NS

3 **Aim** To practise vocabulary

- Go through the **Check these words** box and explain/ elicit the meanings of the words. Ask Ss to identify what part of speech each word is.

Suggested Answer Key

charity event (n): an occasion to raise money

sort (of) (n): kind (of)

laughter (n): a sound made when people are happy

raise money (v): to collect money for

famine (n): a great hunger

take place (phr): to happen

support (v): to back up

cause (n): an aim people fight for

get an education (phr): to go to school and be educated

viewer (n): sb that watches sth

make a donation (phr): to give money

record a song (phr): to perform and put on tape, CD, etc

appear (v): to take part in

celebrity (n): a star, famous person

get involved (phr): to participate (in)

silly outfit (n): a funny costume

- Allow Ss time to complete the task in closed pairs.
- Check Ss' answers.

Answer Key

1 raise money

3 famine

2 viewers

4 make a donation

4 **Aim** To consolidate Ss' understanding of the topic

- Explain the task. Point out that Ss need to use the present continuous in their presentation as they will be reporting an event live.
- Allow Ss time to write their presentation.
- Invite various Ss to present the event to the class.

Suggested Answer Key

It's Mike Smith live from London. Today, we're celebrating Red Nose Day and as you can see lots of people all across the country are organising charity events to help poor people around the world. Live bands are performing in Hyde Park right now. Don't forget to buy a red nose to show you are helping, too. For those of you at home, stay tuned for some of the best comedy programmes on TV! Remember, every donation can make a difference!

5 **Aim** To write about a charity event

- Explain the task and brainstorm with Ss for various charity events in their country.
- Write the headings on the board and elicit ideas for some charity events under the headings below.
- Allow Ss time to complete the task using the notes.

- Ask various Ss to talk about the event they have chosen. Elicit how it compares to Red Nose Day.

Suggested Answer Key

Name: MDA Labour Day Telethon

When it is: Sunday of Labour day weekend

What happens: 6 hours of entertainment to raise money for the Muscular Dystrophy Association (MDA), live TV broadcast, celebrity performances, viewer's call in to donate money, online behind the scenes clips, backstage interviews and additional performances

The MDA Telethon is a live TV broadcast on the Sunday of Labour Day weekend in America to raise money for the Muscular Dystrophy Association (MDA) through viewer's donations. The broadcast features 6 hours of celebrity performances and online behind the scenes clips, backstage interviews and additional performances. Both the MDA Telethon and Red Nose Day raise money for people in need but Red Nose Day happens every 2 years whereas the MDA Telethon is an annual event.

BACKGROUND INFORMATION

Cheryl Cole is a British pop star. She was born in 1983 in Newcastle in the northeast of England. She is part of the girl band Girls Aloud and is a recording artist in her own right. She is a judge on the TV program X-Factor and is also the face of L'Oréal beauty products.

Mount Kilimanjaro is the highest mountain in Tanzania in Africa. It is also an inactive volcano. It is 5,893 metres or 19,334 feet high.

Richard Curtis is an English screenwriter and film director. He is best-known for romantic comedy films such as *Notting Hill* and *Love Actually* and comedy TV programmes such as *Blackadder* and *The Vicar of Dibley*.

Ethiopia is a country in east Africa. It shares borders with Eritrea, Sudan, Djibouti, Somalia and Kenya. The capital city is Addis Ababa and the country has a population of around 90 million people. The people speak Amharic. In the 1980s, a series of famines affected millions of people and caused the death of a million people.

5d Everyday English

1 **Aim** To present new vocabulary

- Direct Ss' attention to the pictures. Play the recording. Ss listen and repeat individually or chorally.
- Elicit answers to the question in the rubric from various Ss around the class.

Suggested Answer Key

I put up posters for our school's environmental day last year.

My friends and I sold tickets for our school party last week. My mum made banners for the village charity event last weekend.

I collected donations with my sister for our local animal shelter last spring.

My friends and I have just decorated the venue for this year's concert.

2 a) **Aim** To present situational language

Play the recording. Ss listen and repeat chorally or individually. Ask Ss to pay attention to their pronunciation. Play the recording again if necessary.

b) **Aim** To introduce and predict the content of a text

- Give Ss one minute to read the first exchange in the dialogue and elicit guesses to the questions in the rubric.
- Play the recording. Ss listen and follow the dialogue in their books to find out if their guesses were correct.

Answer Key

Carol is making some banners for the concert.

Darren offers to help her make the banners.

Carol asks Darren to help Jim and her put up the posters and to sell tickets at the door.

3 **Aim** To learn synonymous phrases

Explain the task and read out the sentences. Refer Ss back to the dialogue and then elicit synonymous sentences from various Ss around the classroom.

Answer Key

I don't have anything to do this afternoon. – I'm free this afternoon.

Do you want me to help you? – Can I give you a hand? There's something else you can do. – There's one more thing.

Sure I can. – Yes, that's no problem.

Pronunciation

4 **Aim** To pronounce homophones

- Explain the task and play the recording. Ss listen, identify and circle the word that doesn't sound the same.
- Play the recording again with pauses for Ss to listen and repeat chorally or individually. Pay special attention to Ss' pronunciation and intonation and correct as necessary.

Answer Key

1 white

2 were

3 pear

Speaking

5 **Aim** To practise role-playing and act out a dialogue

- Explain the situation and the task.
- Remind Ss they can use the sentences in Ex. 2a and the dialogue in Ex. 2b as a model as well as their own ideas to complete the task. Ss can also use the phrases in Ex. 1.
- Draw Ss' attention to the plan. Ss can refer to it while doing the task.
- Monitor the activity around the class and ask some pairs to act out their dialogue in class.

Suggested Answer Key

A: Hi, Rachel! What are you doing?

B: Oh, hi, Steve. I'm just making banners for the clean-up day at the local park tomorrow.

A: Oh, really? Well, I'm free this afternoon. Can I give you a hand?

B: Actually, I've nearly finished. Would you mind helping us with something else?

A: Of course not.

B: Thanks. Can you put up some posters later?

A: Yes. That's no problem. What time?

B: Around 7 would be great.

A: OK, see you at 7!

B: Thanks!

2 I think we can find Cross River gorillas in Cameroon. They are in danger because of hunters who kill them for their meat and because deforestation destroys their natural habitat.

3 I think we can find loggerhead sea turtles in the Mediterranean Sea. They are in danger because people damage their nests and because they mistake rubbish for food.

3 **Aim** To read for specific information

- Allow Ss some time to read the text again and answer the questions.

Answer Key

1 turtle 3 gorilla 5 turtle

2 dolphin 4 gorilla 6 turtle

- Go through the **Check these words** box and explain/elicite the meanings of the words. Ask Ss to identify what part of speech each is.
- Check Ss' answers.

Suggested Answer Key

species (n): a class of plants or animals

floating (adj): sitting on top of a liquid, without sinking

rainforest (n): a thick forest found in tropical areas

observation team (n): a group that studies sth

monitor (v): to observe

porch (n): a sheltered area at the front of a building

hammock (n): a swinging bed made of rope or cloth

track (v): to follow

hunting (n): killing sth for food or sport

steep slope (n): a side of a hill rising at a sharp angle

record (v): to write down

location (n): site

cut down (phr v): to cut through sth so it falls down

farming (n): raising plants or livestock

challenging (adj): difficult but enjoyable

conservation project (n): a scheme to save sth

lay their eggs (phr): to produce eggs

mistake for (phr): to wrongly think sth is sth else

dawn (n): the time when the sun first rises in the morning

survey (n): the measuring and recording of details

nest (n): a type of bird/animal home

spectacular (adj): amazing

patrol (v): to move around in an area to make sure there is no trouble there

5e Endangered Species

Vocabulary

1 **Aim** To present new vocabulary

- Read the list of threats to animal species (A-E) and direct Ss' attention to the pictures (1-5).
- Allow Ss time to complete the task.
- Play the recording for Ss to check their answers.

Answer Key

A 1 B 3 C 2 D 5 E 4

Reading & Listening

2 **Aim** To predict the content of the text

- Direct Ss' attention to the pictures and elicit answers to the questions in the rubric.
- Play the recording. Ss listen and follow the text in their books to find out if their answers were correct.

Suggested Answer Key

1 I think we can find pink river dolphins in the Amazon River. They are in danger because of water pollution and they get caught in fishermen's nets.

BACKGROUND INFORMATION

The Amazon Rainforest is an area of tropical forest in South America in the region surrounding the Amazon River in the Amazon Basin. The area belongs to nine different countries: Brazil, Peru, Colombia, Venezuela, Ecuador, Bolivia, Suriname, French Guiana and Guyana. Sixty percent of the rainforest, though, is in Brazil. It is home to 2.5 million types of insects, almost 5,000 types of birds and animals and at least 225,000 types of plants and trees.

Cameroon is a country in central and western Africa. It shares borders with Nigeria, Chad, Central African Republic, Equatorial Guinea, Gabon and the Republic of the Congo. The capital city is Yaoundé, and the country has a population of around 19 million people. The people speak French and English. It has a diverse climate and it is famous for its football team.

Zakynthos is a Greek island in the Ionian Sea to the west of Greece. It is 157 square miles in size and around 41,500 people live there. It is a popular tourist resort with a rich history. Some of its beaches are protected as they are where the loggerhead turtles come to nest and lay their eggs every year.

4 a) **Aim** To consolidate new vocabulary

- Explain the task.
- Allow Ss time to complete it.
- Check Ss' answers.

Answer Key

by mistake – by accident

disappears forever – dies out

demanding – challenging

write down – record

other possibilities – alternatives

b) **Aim** To practise new vocabulary

- Allow Ss time to complete the task. Ss can look up any words they are unsure of in their dictionaries.
- Check Ss' answers.
- Allow Ss time to write their sentences.
- Check Ss' answers by asking various Ss to read out their sentences in class.

Answer Key

- 1 *endangered* 3 *spectacular* 5 *working*
2 *polluted* 4 *conservation* 6 *steep*

Suggested Answer Key

- 2 *Pink river dolphins swim in **polluted** waters.*
3 *Mary saw some **spectacular** sunrises on Zakynthos.*
4 *Mary helped out with a turtle **conservation** project.*
5 *Hayley, Ryan and Mary each went on a **working** holiday.*
6 *Ryan walked for miles up **steep** slopes in the rainforest.*

Grammar

5 a) **Aim** To present *-ing/-ed* adjectives

- Go through the theory box with Ss.
- Allow Ss time to find examples in the text.
- Check Ss' answers.

Answer Key

endangered, working (holiday), floating, amazing, polluted, relaxing, shocked, excited, interesting, challenging, tiring

b) **Aim** To practise *-ing/-ed* adjectives

Give Ss time to complete the task, and then check Ss' answers.

Answer Key

- 1 *shocked* 3 *boring* 5 *interested*
2 *frightening* 4 *tired*

Listening

6 **Aim** To listen for specific information

Explain the task and play the recording. Ss listen and match the speakers to how they felt. Check Ss' answers around the classroom. Elicit reasoning.

Answer Key

Mark felt frightened because he heard and saw a tiger near him.

Holly felt shocked because she saw a dead seabird caught in a fishing net.

Jess felt excited because she saw many colourful fish and swam with sea lions.

Speaking & Writing

7 a) **Aim** To make notes and summarise a text

- Ask Ss to read the text again and make notes about each person.
- Choose various Ss to share their notes in class.

Suggested Answer Key

Hayley was part of an observation team carrying out research on dolphins. She recorded new births and checked the babies.

Ryan tracked gorillas in the rainforests, so that he could learn more about their behaviour and living conditions. He also educated the locals about deforestation and suggested alternatives to cutting down forests for farming.

Mary helped out with a turtle conservation project. She worked with a team and did a survey of nests and eggs. She also patrolled the beach and told tourists about the turtles.

b) **Aim** To personalise the topic

- Give Ss three minutes to prepare their answers and write sentences.
- Invite Ss to read their sentences to the class.

Suggested Answer Key

I would choose a working holiday helping animal conservation. I think it would be a great opportunity to do something good for endangered animals. I would like to make a difference to the world we live in as I am concerned about worldwide problems.

5f Determination

Vocabulary1 **Aim** To present new vocabulary for injuries

- Play the recording with pauses for Ss to repeat chorally or individually. Check Ss' intonation and pronunciation.
- Elicit who has had any of these injuries and how it happened. Ask various Ss to tell the class.

Suggested Answer Key

I got sore feet once. I missed the bus and walked home in uncomfortable shoes.

Reading2 a) **Aim** To predict the content of a text and read for gist

- Direct Ss' attention to the picture, title and first sentence in the text and elicit Ss' guesses as to what the text is about.
- Give Ss time to read through the text and find out.

Answer Key

The text is about how Dave Cornthwaite from Wales skateboarded across Australia.

b) **Aim** To read for lexis-grammatical structure

- Explain the task and ask Ss to read the text again and choose the correct lexical item or grammar structure for each gap.
- Ask Ss to compare their answers with their partner.
- Check Ss' answers.

Answer Key

1 C 2 D 3 D 4 A 5 B 6 B

3 a) **Aim** To consolidate new vocabulary from a text

- Explain/Elicit the meanings of the words in the **Check these words** box or ask Ss to use their dictionaries and look them up.
- Give Ss time to write their sentences and then ask various Ss to tell their sentences to the class.

Suggested Answer Key

set a world record (phr): to achieve the best result in sth globally

champ (n): a champion, winner

sunscreen (n): a lotion to protect the skin against sunburn

physical pain (n): discomfort/hurt in the body

dream come true (phr): when sth you wish for becomes a reality

quit (v): to stop doing sth

association (n): an official group of people with a shared goal

raise money (phr): to collect cash

make a donation (phr): to give money to charity

challenge (n): a difficult situation

desert (n): a dry area of land covered in sand

nasty fall (n): hitting the ground badly and injuring yourself

motivate (v): to make sb want to do sth

- 1 Dave set a **new world record** when he beat the previous **champ**.
- 2 Dave used over a dozen tubes of **sunscreen** to avoid getting sunburnt.
- 3 His journey caused him **physical pain**.
- 4 He quit his job and created the BoardFree **association** to **raise money** for charities.
- 5 His **challenge** took him across the Australian **desert**.
- 6 He has **motivated** other people to follow in his footsteps.

b) **Aim** To imagine the topic from the author's point of view

- Read the rubric aloud and set Ss a three-minute time limit to write some sentences and then tell their partner.
- Ask various Ss around the class to read their sentences to the class.

Suggested Answer Key

I was careful to use sunscreen every day to avoid sunburn. Some days my feet were so sore I almost gave up. It was really cold at night in the Australian desert. I got a few scars but I have some amazing memories from my journey.

Grammar

4 **Aim** To present and practise the past perfect

- Ss close their books. Present the past perfect. Say: *I had finished before they arrived.* Write it on the board. Underline: *had finished* and explain that this verb is in the past perfect. Explain that we use the past perfect to talk about a past action which happened before another past action or before a stated time in the past.
- Explain/Elicit that we form the past perfect with **had** and the past participle of the main verb.
- Ss open their books. Give them time to read through the theory box.
- Explain/Elicit that we form the negative with **hadn't** and the interrogative by putting **Had** before the subject.
- Remind Ss that we use the past simple for actions that happened in the past at a certain time.
- Allow Ss time to complete the task.
- Check Ss' answers.

Answer Key

- | | |
|-----------------------------|----------------------------|
| 1 <i>had spent</i> | 4 <i>hadn't finished</i> |
| 2 <i>had already booked</i> | 5 <i>had written/wrote</i> |
| 3 <i>started</i> | 6 <i>did he decide</i> |

5 **Aim** To present and practise the conditional type 3

- Read the theory box aloud.
- Explain that we use the past perfect + *would/could have* + past participle to form the conditional type 3. Explain that we use the conditional type 3 to talk about an unreal past situation.
- Give Ss time to complete the task and then check Ss' answers.

Answer Key

- If I hadn't had a terrible headache, I would have finished my homework.*
- If it hadn't rained hard, we would have gone out.*
- If they had played well, they wouldn't have lost the match.*
- If they hadn't worked hard, they wouldn't have managed to raise £10,000 for charity.*

6 **Aim** To present and practise wishes

- Read the theory box aloud and write the examples on the board.
- Explain that we use *wish/if only* + past simple to express a wish about something we would like to be different in the present and *wish/if only* + past perfect to express a regret about something we would like to be different in the past.
- Give Ss time to complete the task and then check Ss' answers.

Answer Key

- I wish/If only I could go to Tom's party.*
- He wishes/If only he had studied.*
- She wishes/If only she hadn't lost her gold earrings.*
- He wishes/If only he knew someone in the neighbourhood.*

7 **Aim** To practise wishes and type 3 conditionals using personal examples

- Give Ss time to complete the sentences, then ask Ss to compare their answers with their partner.
- Ask various Ss to read their answers out to the class.

Suggested Answer Key

- rich*
- cared more for the environment*
- harder, I would have passed the test*
- lost my keys*
- were more patient*

5g Skills

Vocabulary

1 **Aim** To present new vocabulary

- Direct Ss' attention to the pictures.
- Play the recording with pauses for Ss to repeat individually or chorally.

2 **Aim** To personalise the topic and practise vocabulary

- Explain the task and ask a pair of Ss to read out the example exchange.
- Ss work in pairs and ask and answer questions as in the example to complete the task.
- Monitor the activity around the class and then ask some pairs to ask and answer in front of the class.

Suggested Answer Key

- A: *Have you ever sat around a campfire?*
 B: *Yes, I have. I sat around one with my friends when we went camping last summer./No, I haven't. Have you ever cooked on a barbecue?*
 A: *Yes, I have. I cooked on one on the last day of summer camp./No, I haven't. Have you ever slept in a wooden hut?*
 B: *Yes, I have. I slept in one last year./No, I haven't. Have you ever grown vegetables?*
 A: *Yes, I have. I grew some when I was at a camp last year./No, I haven't. Have you ever cleaned out a pond?*

B: Yes, I have. I cleaned one out in my village last summer./ No, I haven't. Have you ever been on a nature hike?

A: Yes, I have. I went on one last weekend with my dad./ No, I haven't. Have you ever collected rubbish for recycling?

B: Yes, I have. I collected a lot from the beach yesterday./ No, I haven't.

Listening

3 **Aim** To listen for specific information (gap-fill)

- Explain the task and go through the **Study Skills** box. Go through the form with Ss and predict the content of the recording. Elicit what type of information is missing in each gap (*noun, number, etc*).
- Play the recording. Ss listen and complete the gaps.
- Check Ss' answers on the board.

Answer Key

1 AZAROV 3 746-2254 5 volleyball
2 17 4 2nd -16th August

Speaking

4 **Aim** To practise making suggestions/ expressing preferences

- Explain the task and ask two Ss to model the example exchange.
- Ss work in closed pairs and make suggestions/ express preferences. Remind Ss to use expressions from the boxes and vocabulary from the list.
- Monitor the activity around the class and then ask some pairs to make suggestions/express preferences in class.

Suggested Answer Key

A: Would you like to cook on a barbecue?

B: Sure. Why not?

A: Why don't we plant vegetables?

B: I'd rather not. I'd prefer to go fishing.

A: Do you want to go fishing?

B: I don't really feel like doing that. Why don't we go canoeing instead?

A: Why don't we play volleyball?

B: I'd love to.

A: Do you want to go swimming in the lake?

B: OK. That would be fun! etc

5h Writing

1 **Aim** To skim a text for key information

Ask Ss to skim the text quickly and identify the author and recipient of the email.

Answer Key

The email is from Alina to Helen.

2 **Aim** To read for gist

Explain the task and allow Ss some time to read the text and match the paragraphs to the headings.

Answer Key

A 3 B 1 C 4 D 2

Grammar

3 **Aim** To compare *have been/have gone*

- Read out the examples and explain/ elicit when we use **have gone/have been** (*have gone = still there, have been = come back*)
- Give Ss time to complete the task, then check Ss' answers.

Answer Key

1 has gone to 3 have gone to
2 has gone 4 have been to

4 **Aim** To learn synonymous phrases

Explain the task and read out the sentences/ questions. Refer Ss back to the email and elicit synonymous ones from Ss around the class.

Answer Key

1 How are things?
2 it isn't like that at all!
3 The best part about this camp, is that we help the environment ...
4 ... generally they are great kids!
5 Write back when you get a chance.

5 **Aim** To write an email to a friend

- Explain the task and go through the paragraph plan. Draw Ss' attention to the **Study Skills** box and tell Ss to proofread their work once it is completed.
- Allow Ss time to complete the task in class. Ask various Ss to read out their emails.
- Alternatively, assign as HW and check Ss' answers in the next lesson.

Suggested Answer Key

Dear Angela,

How are things? I've been on the island of Zakynthos in Greece for a week now. I'm working with the loggerhead sea turtle conservation project as a volunteer and I really love it!

Every day at dawn we do a survey of nests and eggs. Yesterday, we patrolled the beach and told tourists all about the turtles. We've seen some spectacular sunrises.

The best part about being here is that we are helping endangered animals and still having fun.

I hope you're having a great summer. Write back when you have time.

Love,

Fiona

5 **i** Curricular: Geography

- 1 **Aim** To introduce the topic and predict the content of the text

- Elicit answers from Ss to the questions in the rubric.
- Play the recording. Ss listen and follow the text in their books and check if their answers were correct.

Suggested Answer Key

There are five oceans: the Pacific, the Atlantic, the Indian, the Southern and the Arctic oceans.

They are in danger because of pollution and overfishing.

- 2 **Aim** To read for gist

Explain the task and allow Ss some time to read the text and match the headings to the paragraphs.

Answer Key

- A 2 The Oceans of the Earth
B 1 Ocean Life
C 6 Why they are important
D 4 The Oceans in Danger
E 5 Protecting the Oceans

- 3 **Aim** To practise new vocabulary

- Go through the **Check these words** box and explain/elicit the meanings of the words.

Suggested Answer Key

cover (v): to form a layer over the top of sth

surface (n): the outer layer of sth

make up (phr v): to form

water supply (n): a source of water

survival (n): managing to stay alive

record (v): to make notes on

mammal (n): an animal that produces milk to feed its young

coral reef (n): a long quantity of connected small sea animals that make a wall just below the surface of the water

majestic (adj): impressive

whale (n): a large mammal that lives in the sea

wind pattern (n): a specific path taken by moving air

rainfall (n): an amount of rain that comes to earth

ocean current (n): a movement of water in the ocean

heat (n): high temperatures

take out (phr v): to remove

poison (v): to kill with deadly substance

overfishing (n): catching too many fish

end up (phr v): to eventually arrive at

protect (v): to care for, look after

- Allow Ss time to complete the task.
- Check Ss' answers.

Answer Key

- 1 mammal 2 poisons 3 surface

- 4 a) **Aim** To consolidate information in a text

Read the rubric and elicit answers from various Ss around the class.

Suggested Answer Key

I learned that the oceans cover 71% of the Earth's surface. They take carbon dioxide out of the air and we've only explored 10% of the oceans so far.

- b) **Aim** To summarise information in a text

- Read the rubric aloud.
- Allow Ss time to write their reasons.
- Choose various Ss to give their reasons to the class.

Suggested Answer Key

The oceans are important because they provide 97% of the Earth's water supply. They are home to hundreds of thousands of creatures. They also help to control wind patterns, rainfall, temperature and carbon dioxide levels.

- 5 **Aim** To give a presentation on one of the oceans

- Ask Ss to work in groups and look up information on the Internet using the key word in the search bar, or in encyclopaedias/other reference books.
- Ask various Ss to read out their presentations on one of the oceans in class.
- Alternatively, assign the task as HW and Ss give their presentations in the next lesson.

Suggested Answer Key

The Pacific Ocean covers an area of 165.2 million km². It is the largest of the five oceans. There are more than 25,000 islands in the Pacific Ocean.

Module 5

The Atlantic Ocean is the second largest of the Earth's oceans. It has an area of about 106.4 million km², and looks like an S shape.

The Indian Ocean is the warmest ocean in the world and it contains about 20% of the water on the Earth's surface.

The Southern Ocean is the fourth largest ocean in the world and is the coldest ocean on the planet with temperatures between -2°C and 10°C. Sailors believe it is the most dangerous ocean. It is also known as the Great Southern Ocean, the Antarctic Ocean and the South Polar Ocean.

The Arctic Ocean is the world's smallest ocean and the only place where polar bears live. More fish live along the edges of this ocean than anywhere else on Earth. The floating ice on the Arctic is four times bigger than the state of Texas.

Language in Use 5

- | | | | | |
|---|--------------------|--------------|--------|-----|
| 1 | 1 C | 3 G | 5 B | 7 A |
| | 2 E | 4 F | 6 H | 8 D |
| 2 | 1 dawn | 5 supplies | | |
| | 2 rubble | 6 charity | | |
| | 3 donation, raised | 7 issues | | |
| | 4 poor, conditions | 8 running | | |
| 3 | 1 rescue | 6 clear | | |
| | 2 fishing | 7 cut down | | |
| | 3 damage | 8 endangered | | |
| | 4 conservation | 9 ocean | | |
| | 5 medical | 10 put up | | |
| 4 | 1 by | 3 for | 5 of | |
| | 2 for | 4 from | 6 from | |

GAME

Aim To consolidate vocabulary from the module

- Divide the class into 2 teams. Each team takes turns writing or saying a sentence with one of the words/phrases in the list.
- Each correct sentence earns one point. If the sentence is incorrect, the team misses a turn.
- The team with the most points after all the words have been used, wins.

Suggested Answer Key

We can all **make a difference** by helping charities.
Deforestation has already destroyed many forests and woodlands.
 Loggerhead sea turtles **lay eggs** on the beach.

The huge tsunami **swept homes out to sea** and left hundreds homeless.

Volunteers **collected donations** to help the earthquake victims.

The fruit trees grow on these **steep slopes**.

Anyone can join the **volunteer team** and get involved in the eco-project.

This **organisation** has built over 80 schools around the world.

Rescue teams cleared roads and managed to bring in **medical supplies**.

The earthquake **affected** thousands of people.

People went without **running water** for three days.

Patrick O'Brian's **best-selling book** was about the Indian Ocean islands.

Volunteering in Brazil was a very **challenging experience**.

Too many sea creatures such as turtles **get caught in fishermen's nets**.

Overfishing is a huge threat to wildlife.

I have seen **spectacular sunrises** early in the morning.

The **ocean currents** affect world temperatures.

Pollution from factories **poisons fish**.

Dolphins can die if they swim in **polluted waters**.

Quiz

Answer Key

- | | | | |
|-----|-----|-----|-----|
| 1 T | 3 F | 5 F | 7 F |
| 2 F | 4 T | 6 F | |

Ss prepare their quiz in groups. Ask Ss to go through the pages of Module 5 and select information to compile their quiz. Ask groups to exchange quizzes. Ss do the quizzes, then check their answers.

Suggested Answer Key

Quiz

- 1 Greg Mortenson's organisation has built over 100 schools. (F)
- 2 Greg's book is called Two Cups of Tea. (F)
- 3 The first Comic Relief book place in the 1980s. (T)
- 4 You can buy noses for Red Nose Day from supermarkets. (T)
- 5 20% of pink river dolphins are lost each year. (F)
- 6 No one had skateboarded across Australia before Dave Cornthwaite. (T)
- 7 Dave fell down a hill and broke his ankle. (F)

Skills 5

Listening

1 **Aim** To listen for specific information

- Ask Ss to read the rubric and the statements/ possible answers.
- Explain the task. Play the recording.
- Ss listen and mark the statements accordingly.
- Check Ss' answers. Elicit reasoning from Ss.

Answer Key

1 F 2 F 3 T 4 T 5 T

2 **Aim** To personalise the topic

Invite individual Ss around the class to give their opinion.

Suggested Answer Key

I would like to do Sean's job because he helps people every day. I think that would feel very satisfying.

Reading

3 a) **Aim** To read for gist

- Ask Ss to read the rubric and then the text to get the gist of what it is about.
- Elicit answers from around the class.

Suggested Answer Key

The text is about World Animal Day – a day when animal lovers celebrate the important role animals play on the planet and in our lives.

b) **Aim** To read for specific information

- Give Ss time to read the text again and complete the task. As an extension activity ask Ss to correct the false sentences.
- Check Ss' answers.

Answer Key

- 1 T
2 T
3 NS
4 F (Many zoos ... allow people free entry to see and learn about animals)
5 NS

Speaking

4 a) **Aim** To compare and contrast two posters

- Read out the **Study Skills** box and explain that this tip will help Ss to complete the task successfully.

- Direct Ss' attention to the two posters and give them time to read them.
- Then ask Ss around the class to say how they are similar and how they are different.

Suggested Answer Key

Both posters advertise a plant-a-tree day. They both include the date and the time but Poster A includes the day and the street name. Poster B on the other hand has the name of the school but not the address. Both posters tell people they need to bring gloves.

b) **Aim** To analyse a model answer

Play the recording and elicit answers to the questions in the rubric from Ss around the class.

Suggested Answer Key

- **Comparing posters:** both, one shows, whereas the other, However
- *He chooses Poster B because it is brighter and more eye-catching. It mentions the name of the school and invites people to join in.*

5 **Aim** To compare and contrast two posters

- Read the rubric aloud and tell Ss to use the useful language box to help them.
- Ss work with a partner and take turns to compare and contrast the posters.
- Monitor the activity around the class and then ask various Ss to choose the poster they think is the best and give reasons to justify their choice.

Suggested Answer Key

Both posters give all the information about the event such as the time, the place, the cost and the name of the charity. However, Poster B does not give any other information. The pictures give musical clues but that is all. On the other hand, Poster A includes what day it is and informs people that singing will be involved. It also has a picture of a rock concert which makes it more appealing than Poster B. I personally would choose Poster A because it is visually more appealing and makes the event look more exciting.

Writing

6 a) **Aim** To prepare for a writing task

- Ask Ss to read the rubric and the sentences 1-4 and then mark them accordingly.
- Check Ss' answers.

Answer Key

1 F 2 T 3 F 4 T

b) **Aim** To write a note

- Read the rubric out. Refer Ss to the **Writing Bank** and revise layout of notes.
- Give Ss time to write their notes.
- Remind Ss to include all the information in the rubric and use their answers to Ex. 6a to help them.
- Check Ss' answers.

Suggested Answer Key
Memo

To: All members of the English Club

From: Manya Morin

Date: 15 April 20...

Subject: Charity Theatre Performance

All members are invited to attend a charity theatre performance to help the local animal shelter. The performance will be a musical production of 'The Wind in the Willows' and will take place at the village hall on Hayes Road on Saturday, 28 April at 8 pm.

Tickets will be £5 and all members are encouraged to attend. Don't forget to bring your family and friends.

Russia 5

Reading & Listening

1 **Aim** To introduce the topic

- Elicit a description of the animal in the picture and an answer to the question.
- Play the recording. Ss listen and follow the text in their books and check if their answers were correct.

Suggested Answer Key

The animal in the picture is a big cat with a long thick striped coat. It's in a cold, snowy environment. It has long legs that are very powerful.

It's an endangered species because of deforestation and poaching.

2 **Aim** To read for specific information

- Allow Ss time to read the text again and answer the questions.
- Elicit answers from various Ss around the class.
- Check Ss' answers.

Answer Key

- 1 It lives in the forests of the Sikhote-Alin mountain range in the southeastern region of Russia.
- 2 It keeps it warm in the winter and also helps it camouflage itself.
- 3 Because it has excellent night vision.

4 It's a carnivore and hunts deer and wild bears but also fish and mice.

5 It's in danger because of deforestation and poaching.

- Explain/Elicit the meaning of words in the **Check these words** box.

Suggested Answer Key

cat species (phr): a breed of a furry animal with a long tail and sharp claws

region (n): area

powerful (adj): physically strong

striped coat (phr): animal's fur with long, different coloured lines on it

camouflage (v): to hide in natural surroundings due to the way an animal is coloured or shaped

enable (v): to make possible

night vision (phr): eyesight when it's dark

carnivore (n): animal that eats meat

hunt (v): to chase and kill wild animals for food

suffer (v): to be badly affected by a situation or event

deforestation (n): cutting down or destruction of trees

poaching (n): illegally catching animals

endangered species (n): breed of animal that is at risk

estimate (v): to guess

individual (n): one person or thing

Speaking & Writing

3 **Aim** To practise new vocabulary

- Allow Ss time to complete the task.
- Check Ss' answers.
- Allow Ss time to write their sentences.
- Check Ss' answers by asking various Ss to read out their sentences to the class.

Answer Key

1 d 2 e 3 a 4 b 5 c

Suggested Answer Key

Unfortunately, the Siberian tiger is an **endangered species** now because of deforestation and poaching.

Its **night vision** is excellent, so it hunts at night.

The Siberian Tiger hunts **wild bears**.

Most Siberian Tigers live in the forests of the Sikhote-Alin **mountain range**.

Its **striped coat** keeps it warm and helps it to camouflage itself.

4 **Aim** To present information in a text from notes in a table

- Write the table on the board and give Ss time to prepare their answers. Elicit Ss' notes and write them under the headings.
- Choose various Ss to present the tiger to the class using their notes.

Suggested Answer Key

Name: Siberian Tiger

Type: carnivore

Lives in: forests of the Sikhote-Alin mountain range, southeastern Russia

Weight: up to 300 kg

Length: up to 3 metres

Description: long thick striped coat, large powerful legs, runs at speeds of up to 80 kph, excellent night vision

Food: hunts deer, wild bears, fish and mice, needs 10 kg of meat per day, can eat up to 50 kg in one day

Why in danger: deforestation, poaching

The Siberian Tiger is a carnivore that lives in the forest of the Sikhote-Alin mountain range in southeastern Russia. It weighs up to 300 kg and is up to 3 metres long. It's got a long thick striped coat, large powerful legs which can run at speeds of up to 80 kph and excellent night vision. For food, it hunts deer, wild bears, fish and mice. It needs to eat 10 kg of meat per day but it can eat up to 50 kg in one day. Unfortunately, the Siberian Tiger is in danger because of deforestation and poaching.

5 **Aim** To collect information about an animal and make a poster

- Ask Ss to work in small groups and collect information from the Internet.
- Allow Ss time to collect their information and make their poster.
- Allow Ss to present their poster in class.

Suggested Answer Key

Name: The Brown Bear

Type: omnivore

Lives in: the mountains and forests of Russia

Weight: up to 700 kg

Length: between 2 and 3 metres

Description: huge, powerful creatures with fur that varies in colour from cream to almost black

Food: 90% of food consists of vegetables such as berries, roots and fungi, but also eat fish, insects, mammals such as squirrels and deer and moths

Why in danger: poaching for skins and fat (5,000 per year hunted for furs)

Poster: Ss' own answers

The Brown Bear is an omnivore that lives in the mountains and forests of Russia. It's a huge, powerful creature that weighs up to 700kg and is between 2 and 3 metres in length. Its fur varies in colour from cream to almost black. Surprisingly, 90% of its food consists of vegetables such as berries, roots and fungi, but it also eats fish, insects, mammals such as squirrels and deer and lots of moths in the summer. Unfortunately, the Brown Bear is in danger because of poaching for its skin and fat. In fact, 5,000 per year are hunted for their furs!

Art & Culture

Topic

In this module Ss will explore the topics of types of art, types of music, cultural events, art styles and places of cultural interest.

Modular page

97

Lesson objectives: Overview of module, to listen for specific information

Vocabulary: Art (*a statue, an oil painting, a historic building, sculpted, painted, built, designed*)

6a Archaeological discoveries 98-99

Lesson objectives: To listen for gist, to read for specific information, to learn the passive, to talk and write about an archaeological discovery

Vocabulary: Materials (*clay, wood terracotta (red clay), stone, marble, metal*); Verbs (*dig, excavate, reveal, guard, bury, model, remain*); Nouns (*battle, tomb, emperor, facial expressions, features, pit, chariot, armoury, splendour, burial site, reign, law, fortress*); Adjectives (*life-sized, elaborate, treasure-filled, unique, untouched*)

6b Special attractions 100-101

Lesson objectives: To listen and read for gist, to read for specific information, to learn the passive; to talk and write about a building/monument in your country

Vocabulary: Verbs (*transform, line, carve, pose*); Nouns (*roadside attraction, element, steel, fibreglass, dinosaur bone, fossil, mural, plantation, wildlife reserve, limestone*); Past Participle (*dazzled*), Phrases (*on display, mighty beast*)

6c Culture Corner 102

Lesson objectives: To read for specific information, to talk about a festival, to give a presentation on a cultural festival in your country

Vocabulary: Verbs (*announce, bark, hang, highlight, discuss, invest*); Nouns (*didgeridoo, continent, tribes, settlers, soul, spirit, bond, boomerang, background, holy ground, gatherings, attendance*); Adjectives (*Aboriginal, handmade, constructed*), Phrase (*come together in unity*)

6d Everyday English 103

Lesson objectives: Posting a parcel, to learn assimilation

Vocabulary: Posting a parcel (*scales, postbox, registered post, envelope, return address, postmark, stamp, postal address, airmail*); Sentences (*Hello, how can I help you?, I'd like to post this parcel to Poland., Could you put it on the scales, please?, How would you like to send it?, I'll send it by airmail, please., So, that's £2.29 then, please.*)

6e Shopping experiences 104-105

Lesson objectives: To listen and read for gist, to read for specific information, to talk and write about a mall

Vocabulary: Verbs (*shimmer, steer, disturb, inspire, stroll past, serenade, line, pose, glide*); Nouns (*canal, gondolier, charm, inspiration, juggler, living statue, fashion boutique, replica, twilight, carnival mask*); Adjectives (*elegant, authentic, exclusive*); Phrase (*attention to detail*)

6f Music messages 106-107

Lesson objectives: To read for gist/specific information to present reported speech, to write about a musical message

Vocabulary: Verbs (*compose, escape, approach*); Nouns (*percussionist, waterfall, icicles, horn, harp, didgeridoo, glacier, freezer, deep freeze, music critic, Mother Nature*); Adjectives (*frozen, chillout*)

6g Skills 108

Lesson objectives: To listen for specific information, to learn question tags, to express preferences

Vocabulary: Places of cultural interest (*palace, science centre, art gallery, castle, fort, temple, archaeological site, ancient theatre, natural history museum*); Expressing preferences: Asking (*Do you fancy ...?, Would you rather ...?, Would you prefer to ... or ...?, Do you want to ...?, I'm thinking of going to ... Do you like ...?*); Responding (*I'd quite like/enjoy ..., Sure. Why not?, Sounds perfect to me., I'd rather not. I don't really ..., I don't like ... much., I'm not very keen on ...*)

6h Writing 109

Lesson objectives: To write an email describing a visit to a place

6i Curricular: Art & Design 110

Lesson objectives: To describe paintings, to listen and read for gist, to read for specific information, to talk and write about an art style

Vocabulary: Verbs (*found, combine, develop, set, outrage, capture, focus, affect, emerge, concentrate, reflect, distort, portray, influence*); Nouns (*reaction, fantasy, academy, brushstroke*); Phrases (*odd ways, strict convention, touches of paint*)

Language Review 6 111

Lesson objectives: To test/consolidate vocabulary and knowledge attained throughout the module, to play a game, to do a quiz, to write a quiz

Skills 6 112-113

Lesson objectives: To read for specific information, to complete a text with grammar structures, to listen for specific information, to give a talk, to write a postcard

Russia 6 114

Lesson objectives: To read for specific information, to personalise a topic, to write a paragraph about a statue

Vocabulary: Verbs (*commemorate, erect, honour*); Nouns (*statue, sword, victory, invasion, site, monument*); Adjectives (*giant, concrete, magnificent, memorial*)

►► What's in this module?

Read the title of the module *Art & Culture* and ask Ss to suggest what they think this module will be about (*this module is about types of art and music, places of cultural interest, shopping and art styles*). Go through the topic list and stimulate a discussion about what Ss will learn in the module.

Vocabulary

1 **Aim** To introduce new vocabulary

- Direct Ss' attention to the pictures and elicit what each one shows.
- Play the recording. Ss listen and check their answers.

Answer Key

- 1 Picture 1 shows a statue.
- 2 Picture 2 shows a historic building.
- 3 Picture 3 shows a building that looks like a sailing ship.
- 4 Picture 4 shows an oil painting.

2 **Aim** To expand the topic

- Explain the task and read out the example.
- Elicit sentences from Ss around the class.

Answer Key

- 2 Wawel Castle was built by King David I.
- 3 e Sydney Opera House was designed by Jørn Utzon.
- 4 Swans Reflecting Elephants was painted by Salvador Dalí in 1937.

OVER TO YOU!

Aim To personalise the topic

Elicit answers to the questions in the rubric from various Ss around the class and ask them to complete the sentences.

Suggested Answer Key

The Eiffel Tower is located in Paris. It was originally built in the 19th century. It was built for the 1889 Exposition Universelle and was only supposed to last 20 years.

6a Archaeological discoveries

Vocabulary

1 **Aim** To introduce vocabulary for materials

- Direct Ss' attention to the pictures and play the recording. Ss listen and repeat chorally or individually.
- Pay attention to Ss' intonation and pronunciation.
- Read out the example and then elicit further examples for the remaining materials from Ss around the class.
- Point out that we use made of to talk about the materials from which sth is constructed.

Suggested Answer Key

- The statues were made of wood.
- The statue was made of terracotta.
- The house was made of stone.
- The columns were made of marble.
- The helmet was made of metal.

Reading & Listening

2 a) **Aim** To introduce the topic and listen and read for gist

- Direct Ss' attention to the picture and the title of the text.
- Elicit where it might be and what might be special about it.
- Play the recording. Ss listen and follow the text in their books to find out.

Answer Key

The Terracotta Army is in China. It is special because it was made to guard the tomb of the First Emperor and it was undisturbed for 2,000 years.

b) **Aim** To read for specific information

- Ask Ss to read the questions 1-5 and give them time to read the text again and choose the correct answers.
- Check Ss' answers around the class.

Answer Key

- A
- D
- B
- C
- A

- Refer Ss to the **Check these words** box and explain/elicite the meanings of the words or ask Ss to use their dictionaries and look them up.

Suggested Answer Key

dig (v): to make a hole in the ground
life-sized (adj): the same size as what it represents
battle (n): an armed fight between soldiers of opposing sides
excavate (v): to carefully remove earth from an area and look for artefacts

reveal (v): to uncover

guard (v): to protect from harm

tomb (n): a large grave

emperor (n): a man who rules an empire

bury (v): to put sth under the ground and cover it with earth

elaborate (adj): detailed

treasure-filled (adj): full of gold, jewels and valuables

unique (adj): one of a kind

facial expressions (n): the way a face shows feelings or emotions

features (n): eyes, nose, mouth, etc

model (v): to be made to look like sth

pit (n): a deep hole in the ground

chariot (n): an old-fashioned open mode of transport that was pulled by horses

armoury (n): weapons & military equipment

splendour (n): magnificence

burial site (n): the place where sb/sth is buried

reign (n): the length of time a monarch/ruler is in power

law (n): one of the rules in a country

fortress (n): a very strong building built to keep enemies out

remain (v): to stay

untouched (adj): not affected by anyone else

3 **Aim** To consolidate information from a text

- Ss work in closed pairs and ask and answer questions based on the text.
- Monitor the activity around the class and then ask some pairs to ask and answer in front of the class.

Suggested Answer Key

A: When was the Terracotta Army discovered?

B: In 1974.

A: How was it discovered?

B: Some farmers were digging a well.

A: Why was the Terracotta Army made?

B: It was made to guard the tomb of Emperor Qin Shi Huang, etc.

4 **Aim** To consolidate information from a text

Ss tell their partner three things they remember from the text. Monitor activity around the class.

Suggested Answer Key

1 In 1974, a whole Army of Terracotta soldiers was discovered in China.

2 In ancient China, people were buried along with their possessions because they believed that they could be taken into the afterlife with them.

3 Qin Shi Huang ordered his men to start making this model army when he was only 13.

5 **Aim** To present the passive

Ss' books closed. Write on the board. The museum **holds** exhibitions. Ask Ss to identify the S (subject), V (verb) and O (object) in the sentence. Write: *exhibitions are held by the museum.* Explain that this is a sentence in

the passive. Focus Ss' attention on the verb form *are held*. Elicit form (the verb *to be* + *past participle*). Ask Ss to identify the **S** (subject) in this sentence (*exhibition*) and compare it to the active (*exhibition* was the object in the active sentence). Explain that *by the museum* is the agent in the passive sentence. Point out that this was the subject (*the museum*) in the active sentence. Explain that we use the passive to emphasise the action, not the person who does it. Ss open their books.

- Direct Ss' attention to the table. Elicit the passive forms of verbs in the tenses mentioned.
- Explain that we use the passive to talk about actions when the person who carries out the action is unknown, unimportant or obvious from the context. We also use the passive in formal writing.
- Ask Ss to find examples in the text on p. 98, and identify the tenses.

Answer Key

was excavated (past simple), was revealed (past simple), have been undisturbed (present perfect), were made (past simple), were buried (past simple), could be taken (modal), was modelled (past simple), were also built (past simple), was forgotten (past simple), has been found (present perfect), will be amazed (future), to be missed (infinitive)

6 **Aim** To practise the passive

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

Answer Key

1 *was* 2 *will be* 3 *were* 4 *is* 5 *have*

7 **Aim** To further practise the passive

- Explain the task. Do the first heading with the class. Explain that headings don't include articles or full verb forms but Ss' sentences should contain them. Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

- 1 *The tomb of the First Emperor was located near Xiang.*
- 2 *Over 8,000 soldiers are estimated to exist.*
- 3 *The army was buried over 2,000 years ago.*
- 4 *Archaeologists were amazed by the discovery in 1974.*
- 5 *The site will be protected by UNESCO for future generations.*

Speaking & Writing

8 **Aim** To talk and write about an archaeological discovery

Explain the task. Give Ss some time to prepare their answers and then ask various Ss to tell the class.

Suggested Answer Key

I was working with some other farmers. We were digging a well in the fields. Suddenly, I struck something hard with my shovel. I was surprised when

I saw the head of a soldier in the ground. It turned out to be a life-sized statue. I was amazed. We stopped digging and informed the authorities. A group of archaeologists came to excavate properly. What we had discovered was the tomb of the First Emperor and there were at least 8,000 more statues and other finds that hadn't been touched for at least 2,000 years. We were astonished.

6b Special attractions

Vocabulary & Reading

1 **Aim** To introduce the topic and related vocabulary through pictures

- Divide the class into pairs.
- Direct Ss' attention to the pictures and explain/ elicit the meanings of the words in the **Check these words** box or ask Ss to look them up in their dictionaries or in the **Word List**.

Suggested Answer Key

roadside attraction (n): an interesting feature for tourists at the side of a road

transform (v): to change

element (n): an important quality/feature that sth has

steel (n): a hard metal

fibreglass (n): a man-made plastic and glass building material

dinosaur bone (n): a bone from a prehistoric creature

fossil (n): the remains of a prehistoric animal/plant found inside a rock

on display (phr): put in a place for everyone to see

line (v): to form rows along the sides of sth

mural (n): a large picture painted on a wall

plantation (n): a large piece of land where a certain crop is grown

wildlife reserve (n): an area where wild animals live in safety

dazzled (pp): amazed

carve (v): to cut out of wood or stone

limestone (n): a type of stone

pose (v): to stand in a position ready for a photo/picture

mighty beast (phr): a huge animal

- Give Ss time to write a short description of each attraction in the pictures A-C and tell their partners.

Suggested Answer Key

A *This roadside attraction is a huge green and yellow dinosaur. It might be made of steel and fibreglass. I think there may be dinosaur bones and fossils on display there.*

B *This roadside attraction is a huge pineapple. It may be made of steel. It may be at the site of a pineapple plantation.*

C *This roadside attraction is a huge lion's head. It may be carved from limestone. It could mark the entrance to a wildlife reserve. It looks like a mighty beast.*

2 a) **Aim** To read for specific information

- Explain the task.
- Give Ss time to read the text and mark the statements accordingly.
- Check Ss' answers around the class.

Answer Key

1 T 2 T 3 F 4 F 5 T 6 F

b) **Aim** To consolidate information in a text.

- Play the recording. Ss follow the text in their books.
- Ss ask and answer questions in pairs.
- Monitor the activity around the class and then ask some pairs to ask and answer questions in front of the rest of the class.

Suggested Answer Key

A: Where is the big dinosaur?

B: It's in Drumheller, Alberta, Canada. How big is it?

A: It's 26 metres tall. How much does it weigh?

B: It weighs 65,770 kg. What can you see there?

A: Dinosaur bones, fossils, beautiful murals and a fantastic view, etc.

3 a) **Aim** To consolidate new vocabulary

- Explain the task.
- Give Ss time to complete it.
- Check Ss' answers.

Suggested Answer Key

1 roadside	5 local	9 tropical
2 shapes	6 attraction	10 pose
3 humour	7 wildlife	
4 display	8 sweet	

b) **Aim** To consolidate new vocabulary and personalise the topic

Give Ss time to prepare their answers and then ask various Ss around the class to share their answers with the rest of the class.

Suggested Answer Key

Roadside attractions can transform our towns, cities and motorways.

Roadside attractions can **come in all shapes and sizes**. Some of them can **bring an element of humour** to a boring journey.

In Drumheller, Alberta, there is a huge dinosaur where dinosaur bones and fossils have been **put on display**. There are also murals painted by a **local artist**.

Drumheller is a **popular tourist attraction**.

In Woombye, Australia at the Big Pineapple, people can visit a **wildlife reserve**.

It's a great place for people who **have a sweet tooth** because they have a large selection of sweets.

The sweets they serve are made of **tropical fruit**.

Just outside Baguio City in the Philippines, there is a giant lion's head that many tourists stop at and **pose for a photo** next to.

I would like to visit the big dinosaur in Drumheller in Canada. I think it would be fun to climb to the top and look out of its mouth. I would like to visit the Big Pineapple in Australia. I think it would be fun to see all the wildlife there and try the sweets made from tropical fruit. I would like to visit the giant lion's head in the Philippines. I think it would be fun to pose for a photo with it.

c) **Aim** To develop creative thinking skills

- Explain the task and divide the class into pairs or small groups.
- Give Ss time to think of a roadside attraction and draw a picture of it.
- Ask various pairs/groups to describe their attraction to the class and give reasons for their choice.

Suggested Answer Key

We chose a huge statue of a dragon. Dragons are a big part of our folklore so we thought it would be a good idea. Our dragon is made of steel and fibreglass like the big dinosaur in Alberta, Canada. Tourists climb up to its mouth to get a fantastic view of the surrounding countryside.

Grammar

4 **Aim** To present the passive

- Read out the table and copy the diagram onto the board. Point out that when changing an active sentence to a passive sentence, the subject in the active sentence becomes the agent in the passive sentence. Explain that the verb changes to a passive form and the object in the active sentence becomes the subject in the passive sentence.
- Elicit examples of passive sentences from the text on p. 100. Ask Ss to identify the verb tense forms.

Answer Key

can be transformed (**modal**), is made out of (**present simple**), was first opened (**past simple**), has been toured (**present perfect**), are entertained (**present simple**), have been put (**present perfect**), have been painted (**present perfect**), is made out of (**present simple**), was built (**past simple**), can be seen (**modal**), will be dazzled (**future**), has been carved (**present perfect**), can be bought (**modal**), may be found (**modal**)

5 **Aim** To practise the passive

- Explain the task. Do the first sentence with Ss.
- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

- 1 *Cameras can't be used in the museum.*
- 2 *The gallery has been visited by lots of people today.*
- 3 *Souvenirs can be bought in the gift shop.*
- 4 *The new statue will be sculpted by a local artist.*
- 5 *Dinosaur bones are displayed by the museum.*
- 6 *Emma was invited to the wildlife reserve by Paul.*

6 **Aim** To further practise the passive

- Explain the task and read out the example.
- Give Ss time to complete the task and then check Ss' answers around the class.

Answer Key

- 2 *The art gallery opening was called off yesterday.*
- 3 *A rock concert will be held tonight at Baguio.*
- 4 *The museum renovation has not been completed yet.*
- 5 *The art museum was closed for repairs last Monday.*

Speaking & Writing7 **Aim** To practise the passive

- Explain the task, read out the example and go through the list of verbs. Explain/Elicit their meanings.
- Give Ss time to complete the task and then elicit sentences from Ss' around the class.

Suggested Answer Key

*It was sculpted by Frédéric Auguste Bartholdi.
It was started in 1876 and it was completed in 1884.
It is made of copper.
It was given (to the USA) as a gift from France.
It is visited by 3 million people per year.
It is a sight not to be missed.*

8 **Aim** To write about a monument from your country

- Divide the class into pairs or small groups and ask them to use the Internet, encyclopaedias or other sources of reference to look up information about an interesting building or monument in their country.
- Give Ss time to collect their information and then ask various pairs/groups to present their building/monument to the class. Remind Ss to use the passive.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

(Ss' own answers)

6c Culture Corner1 **Aim** To introduce the topic

- Play the recording and direct Ss' attention to the pictures.
- Ask various Ss around the class to describe an imaginary scene based on the music and the pictures and elicit how they may feel.

Suggested Answer Key

I am at a festival. There are people in traditional costumes. I think they are Aboriginal Australians. They are dancing and playing music around me. I feel very honoured to be here to visit and experience their tribal customs.

2 **Aim** To read for specific information

- Give Ss time to read the text and answer the questions, then check Ss' answers.

Suggested Answer Key

- 1 ... the traditional musical instrument of Aboriginals
- 2 ... over 40,000 years
- 3 ... from them by European settlers
- 4 ... a soul or a spirit
- 5 ... handmade boomerangs, decorated didgeridoos, bark paintings and dot paintings
- 6 ... the forest, there are traditional dances and didgeridoo performances
- 7 ... must be invited/can apply through the Garma Festival website

- Refer Ss to the **Check these words** box and explain/elicite the meanings of the words or ask Ss to use their dictionaries and look them up. Elicit what part of speech each is.

Suggested Answer Key

didgeridoo (n): an Aboriginal musical instrument
Aboriginal (adj): relating to the original inhabitants of a country
announce (v): to declare
come together in unity (phr): to meet and cooperate to help people
continent (n): one of the major land masses (e.g. Asia, Africa, Europe)
tribes (n): groups of people who share the same race, language and culture
settlers (n): people who arrive in a new country and make it their home
soul (n): part of a person that consists of a person's character, thoughts and feelings; spirit
spirit (n): soul
bond (n): a strong feeling of love or friendship that exists between people

handmade boomerang (n): an Aboriginal weapon that is flat and curved and comes back when you throw it, made by hand

bark (n): the outer layer of the trunk of a tree

constructed (adj): built

hang (v): to suspend on a wall

background (n): a person's family, culture, education, etc

holy ground (n): a piece of land that is important to a religion

highlight (v): to draw attention to

gatherings (n): get-togethers

discuss (v): to talk about sth

invest (v): to put money into sth to make it better

attendance (n): the number of people present at an event

3 **Aim** To consolidate information in a text

- Play the recording. Ss listen and follow the text in their books and ask and answer questions based on it.
- Monitor the activity around the class.

Suggested Answer Key

A: What is the Garma Festival?

B: It's a celebration of Aboriginal culture. How long have Aboriginals lived in Australia?

A: Over 40,000 years. What do Aboriginals believe?

B: That everything has a soul. What is the Dreaming?

A: When the world began according to Aboriginal beliefs. What sort of art do Aboriginals make?

B: They make bark paintings and carefully constructed dot paintings. Where is the Garma Festival held?

A: It is held on holy ground in the forest. What is the aim of the festival?

B: It is to highlight the past and raise awareness about the future of Aboriginals. How can someone attend?

A: It is by invitation only. You can apply through the website.

4 a) **Aim** To consolidate information in a text and new vocabulary

- Explain the task. Ss work in pairs.
- Give Ss time to complete the task, referring back to the text and using words from the **Check these words** box. Ss tell their partners.
- Check Ss' answers by asking various pairs to share their answers with the class.

Suggested Answer Key

The Garma Festival is an annual celebration of **Aboriginal** culture. It involves traditional music from **didgeridoos**, dance and art and allows people from different **backgrounds** to **come together in unity**. The Aboriginal people believe that everything has a **soul** or a **spirit**. They use the festival to **highlight** the past and **discuss** ways of **investing** in the future.

b) **Aim** To personalise the topic

- Read the rubric aloud and give Ss time to prepare their answers and tell their partners.
- Ask various Ss around the class to share their answers with the rest of the class.

Suggested Answer Key

Yes, I would like to go to the festival because I think it would be an interesting cultural experience. I don't know very much about Aboriginal Australians and it would be a great opportunity to learn more.

5 **Aim** To present a cultural festival from your country

- Give Ss time to collect information about a local cultural festival and then ask various Ss to present it to the class. Remind Ss to include the reason for the festival and what happens during the festival.
- Alternatively, assign the task as HW and ask Ss to give their presentations in the next lesson.

Suggested Answer Key

Las Fallas is a traditional festival in Valencia, Spain. It takes place in spring and celebrates the end of the dark winter. This celebration comes from the Middle Ages when carpenters used to hang pieces of wood in their workshops to hold their candles. At the end of winter, they would display these pieces of wood outside their shops dressed in human form and call them **ninots**. These **ninots** would then be burnt to welcome in spring. Nowadays, people spend months preparing and building their **ninots**. On the night of 15 March, the people put up their statues in the streets and squares where they stand until, on the 19th, they are all burnt on a massive bonfire on a night of light, music and fireworks.

6d Everyday English

Vocabulary

1 **Aim** To present new vocabulary relating to posting a parcel

- Direct Ss' attention to the pictures.
- Play the recording. Ss listen and repeat chorally or individually.
- Check Ss' intonation and pronunciation.

2 a) **Aim** To present situational language and to identify the speakers

- Play the recording with pauses for Ss to listen and repeat chorally or individually.
- Pay attention to Ss' intonation and pronunciation.

- Elicit which speaker would say which sentences.

Answer Key

post office worker: Hello, how can I help you? Could you put it on the scales, please? How would you like to send it? So, that's \$2.29 then, please.

customer: I'd like to post this parcel to Russia. I'll send it by airmail, please.

b) **Aim** To listen for specific information

Play the recording for Ss to listen and check their answers.

3 **Aim** To read for specific information

Give Ss time to read the dialogue and then elicit answers to the questions in the rubric from Ss around the class.

Answer Key

Dina wants to send a boomerang painted with Aboriginal art to Russia.

It weighs 200 grammes.

She will pay \$2.29.

Pronunciation4 **Aim** To present assimilation

- Read out the theory box and play the recording. Ss repeat chorally and individually.
- Point out how the sounds are assimilated and repeat if necessary.

5 **Aim** To practise role-playing

- Explain the situation and ask Ss to work in pairs and act out a dialogue using the diagram as a guide.
- Remind Ss to use phrases from the dialogue to help them complete the task.
- Monitor the activity around the class and then ask various pairs to act out their dialogues in front of the class.

Suggested Answer Key

A: Hello. How can I help you?

B: Good morning. I'd like to post this parcel to Italy.

A: Could you put it on the scales, please?

B: Sure.

A: That's 500 grammes. How would you like to send it?

B: What are the choices?

A: Surface mail is £2.95, airmail is £4.50 and registered post is £7.95.

B: OK. I'll send it registered, please.

A: Can you fill in your name and address and a description of what's in the parcel on this form, please?

B: Shall I just write that it's a gift?

A: Actually, the description has to be more detailed than that.

B: Oh, right. It's a handbag.

A: That's fine if you just write that. So that is £7.95 then, please.

B: Here you are.

A: Thank you very much.

B: You're welcome.

6e Shopping experiences**Vocabulary**1 **Aim** To present vocabulary for shops and products

- Go through the list of products and explain/ elicit the meanings of any unknown words or ask Ss to look them up in their dictionaries.
- Go through the list of shops and elicit what type of shop each one is and what type of products it sells.
- Read out the example and elicit similar sentences for the remaining shops and products from Ss around the class.
- Point out that we only use the plural forms of cheeses and meats in special circumstances when we are referring to a variety of different types of cheese and meat (e.g. *cheeses: feta, stilton, cheddar, camembert, etc* or *cold meats: pastrami, salami, pepperoni, etc.*).

Answer Key

You can buy a gold ring at a jeweller's.

You can buy sweets and chocolates at a confectioner's.

You can buy designer clothes and shoes at a boutique.

You can buy high quality cheeses and cold meats at a delicatessen.

You can buy contact lenses and sunglasses at an optician's.

You can buy cakes and bread rolls at a baker's.

You can buy eye drops and aspirin at a chemist's.

2 **Aim** To listen for gist

- Explain the task and play the recording. Ss listen and say in which of the shops in Ex. 1 each conversation takes place.
- Check Ss' answers and elicit which words helped them decide on their answers.

Answer Key

1 *confectioner's (box of chocolate truffles)*

2 *chemist's (sore throat, syrup, lozenges)*

3 *delicatessen (salami, stilton)*

4 *jeweller's (silver earrings)*

Reading

3 **Aim** To introduce the topic and predict the content of the text

Direct Ss' attention to the picture and the title of the article and elicit what, if anything, Ss know about Venice.

Suggested Answer Key

Venice is a city in Italy. It is famous for its canals and bridges and the gondoliers that take people up and down the canals.

4 **Aim** To listen and read for specific information

- Ask Ss to read the introduction of the text only and elicit how Venice in Italy is different from Venice in Las Vegas.
- Play the recording. Ss listen and follow the text in their books and find out.

Suggested Answer Key

Venice is a city in Italy. Venice in Las Vegas is a representation of the Italian City.

5 **Aim** To read for specific information

- Ask Ss to read the five questions and the possible answers.
- Give Ss time to read the text again and complete the task. Ss, in closed pairs, compare their answers.
- Check Ss' answers.

Answer Key

1 C 2 B 3 A 4 A 5 C

- Refer Ss to the **Check these words** box and explain/elicite the meanings of the words or ask Ss to use their dictionaries and look them up.

Suggested Answer Key

shimmer (v): to shine with a light that moves
canal (n): a long narrow stretch of water
gondolier (n): a man who controls a gondola (a long narrow boat steered with a pole)
steer (v): to control the direction of a vehicle
elegant (adj): beautiful and refined
disturb (v): to interrupt or bother sb/sth
charm (n): the quaint beauty of sth
inspiration (n): a feeling of enthusiasm that gives you new ideas
authentic (adj): relating to the real thing
inspire (v): to stimulate
attention to detail (phr): making sure all the aspects of sth are correct
stroll past (phr): to walk slowly and in a relaxed way past sth
serenade (v): to sing or play music for another person
juggler (n): an entertainer who throws things into the air and catches them again

living statue (n): an entertainer who pretends to be a real statue

line (v): to form rows along the sides of sth

pose (v): to get in a particular position for sb to see or photograph you

exclusive (adj): only accessible to a few people

fashion boutique (n): a small shop that sells trendy clothes (usually designer labels)

replica (n): a copy of sth else

twilight (n): the time of day just before nightfall

carnival mask (n): a face covering that people wear during a festival

glide (v): to move smoothly along

6 **Aim** To consolidate new vocabulary/ distinguish between words with similar meanings

- Explain the task. Give Ss time to complete it, using their dictionaries if necessary.
- Check Ss' answers.

Answer Key

1 charm	4 enormous	7 experience
2 steering	5 paid	8 inspire
3 true	6 line	

7 **Aim** To practise changing the passive to the active

- Ask Ss to look back through the text and elicit all the passive forms. Check Ss' answers on the board.

Answer Key

a hotel is built ..., It was opened ..., ... you'll be amazed ..., ... you'll be serenaded by ...

- Give Ss time to change the passive forms to active forms. Check Ss' answers.

Suggested Answer Key

People built the hotel to look like an ancient Egyptian Pyramid. The owners opened it in 1999. The attention to detail will amaze you. The sweet violins of street musicians will serenade you.

Speaking & Writing

8 a) **Aim** To make notes on a text

- Ask Ss to copy the headings into their notebooks.
- Give Ss time to read the text again and make notes under each heading.
- Check Ss' answers on the board.

Suggested Answer Key

Name: Grand Canal Shops

Place: Venice, Las Vegas

What to see: ceiling art, streetlights, bridges, street musicians, jugglers, an opera trio, living statues, St Mark's Square

What to do: stroll past the shops, stop for a cappuccino, be serenaded, watch performances of singers/actors/musicians, buy souvenirs, ride a gondola

b) Aim To personalise the topic

Ss work in pairs to write their phone conversation. Monitor the activity round the class. Ask some pairs to act out their dialogues in front of the class.

Suggested Answer Key

A: Hello!

B: Hi, Ann. This is Ben.

A: Hi, Ben! Where are you?

B: I'm in Venice, Las Vegas.

A: I think Venice is in Italy.

B: It is but there's another one here in Las Vegas. Actually, it's a huge shopping mall built to look like Venice. You can even see St Mark's Square.

A: Wow! It must be amazing.

B: It is. You can see amazing ceiling art, canals and bridges. You can even take a ride on a gondola.

A: Sounds great. What about the shops there?

B: You can find everything, from exclusive fashion boutiques to a marketplace that sells souvenirs of Venice like carnival masks and costumes. Oh, and you can have a cappuccino while you're serenaded by the violins of street musicians. I tell you, it's out of this world.

A: I wish I was there.

B: Don't worry. I've taken lots of pictures to show you when I come back. Have to go now. Talk to you later.

A: See you.

9 Aim To express a personal opinion

- Explain the task and give Ss three minutes to prepare their answers.
- Ask various Ss around the class to share their answers with the class.

Suggested Answer Key

I'd like to visit Venice to ride on a gondola and visit St Mark's Square. I think it'd be amazing to stroll alongside the canal and be serenaded by street musicians.

10 Aim To develop creative thinking skills

- Divide the class into small groups and give Ss time to prepare their answers.
- Ask Ss to be as creative as possible and think of as many attractions as possible.
- Ask various groups to present their imaginary malls to the class.

Suggested Answer Key

Our mall is an Amazon Rainforest mall. There are lots of beautiful plants and trees and birds such as parrots and macaws that live in the treetops and fly around

freely. It is warm and sunny all the time. There are cafés and restaurants and shops in the jungle. There is a huge adventure playground for children to play on and a rock climbing wall. Some of the money that the shops make goes towards saving the real rainforest.

6f Music messages

Vocabulary

1 a) Aim To brainstorm for topic-related vocabulary (music)

- Set a one-minute time limit and ask Ss to write down as many types of music as they can think of.
- Check Ss' answers.
- Elicit Ss' favourite types of music from around the class.

Suggested Answer Key

pop, rock, rap, heavy metal, folk, soul, hip hop, jazz, electronic, classical, blues, house, etc.

b) Aim To identify musical genres

- Go through the three music genres and then play the recording.
- Ss listen and match the extracts to the genres.
- Check Ss' answers.

Answer Key

1 B 2 C 3 A

2 a) Aim To brainstorm for topic-related vocabulary (musical instruments)

- Ask Ss to write the categories into their notebooks and explain/ elicit what they are.
- Give Ss some time to think of two more instruments for each category.
- Check Ss' answers on the board.

Suggested Answer Key

String: cello, guitar

Wind: oboe, clarinet

Brass: trombone, French horn

Percussion: xylophone, cymbals

b) Aim To personalise the topic

Read the rubric aloud and elicit a variety of answers from Ss around the class.

Suggested Answer Key

Yes, I play the violin./No, I don't, but I would like to play the piano because I like the sound of it a lot.

Reading

3 **Aim** To predict the content of the text

- Direct Ss' attention to the man in the picture and elicit why he is called 'the ice musician'.
- Give Ss time to read the text and find out.

Answer Key

He is called 'the ice musician' because he makes musical instruments out of ice and plays them in ice music concerts.

4 **Aim** To read for cohesion and coherence

- Explain the task. Give Ss time to read the text again and complete it.
- Check Ss' answers. Ask Ss to say which words helped them decide.

Answer Key

- 1 B (he wondered what kind of sounds ... – he experimented, percussion instruments – he soon moved on to making other instruments.)
- 2 E (... the quality of the ice affects the quality of the sound ... – ... the crew puts it straight into the deep freeze. – ... the temperature inside the concert hall affects the sound of the music.)
- 3 C (... music fans? – they tuned in ... concert tour around Europe)
- 4 D (Is ice music here to stay? – ... the success of his music ..., it looks like it is)

- Refer Ss to the **Check these words** box and explain/elicit the meanings of the words or ask Ss to use their dictionaries and look them up.

Suggested Answer Key

percussionist (n): a person who plays percussion instruments

frozen (adj): solid because of the cold temperature

waterfall (n): a place where water flows off the edge of a steep cliff

icicle (n): long piece of ice hanging from an edge formed by dripping water freezing

horn (n): a brass musical instrument

harp (n): a large string musical instrument

didgeridoo (n): Aboriginal Australian wooden wind instrument

compose (v): to write music

chill-out (adj): relaxing

glacier (n): a large area of ice that moves slowly

freezer (n): an appliance that allows you to freeze and store frozen food

deep freeze (n): a freezer

escape (v): to get away from a place or thing

approach (v): to deal with or think about sth in a certain way

music critic (n): a person who writes his opinion on music in newspapers, magazines, etc

Mother Nature (n): nature

5 **Aim** To consolidate new vocabulary

- Explain the task and give Ss time to complete it.

- Check Ss' answers.
- Give Ss time to use the phrases in sentences about Isungset.
- Check Ss' answers around the class.

Answer Key

- | | | |
|-----------|-------------|------------|
| 1 take | 4 chill-out | 7 raise |
| 2 frozen | 5 deep | 8 demand |
| 3 compose | 6 affect | 9 talented |

Suggested Answer Key

Isungset was a percussionist whose music took a new direction.

He was playing in a concert behind a frozen waterfall when he became interested in ice music.

Now he composes music for ice instruments.

He calls his music chill-out music.

He puts the instruments in the deep freeze after each performance to prevent them from melting.

He says that the quality of the ice can affect the quality of the sound.

He uses his music to raise people's awareness of nature. These days he is in demand and has recorded six albums so far.

He is a very talented musician.

6 **Aim** To consolidate information in a text

- Play the recording. Give Ss three minutes to prepare their answers.
- Ask various Ss around the class to share their answers with the rest of the class.

Suggested Answer Key

The message of his music is about the beauty of nature. I think he tries to show people that nature can provide us with everything we need, even music.

Grammar

7 a) **Aim** To present reported speech

- Direct Ss' attention to the table and explain that we use reported speech to say the meaning of what someone said but not their actual words.
- Explain that the tenses change in reported speech and ask Ss to study these in the table. Point out that we don't use inverted commas in reported speech.
- Refer Ss back to the text and elicit examples of reported speech.

Answer Key

He said that his interest in ice music began when he played at a concert held behind a frozen waterfall.

Terje said that he wanted to raise people's awareness of nature through his instruments and ice music.

He said that the only way he could escape normal music traditions was to change the instruments he used as well as the way he approached music.

Terje also says that the temperature inside the concert hall affects the sound of the music.

b) **Aim** To practise say/tell

- Explain that we use say + that without an object pronoun (*he said that he liked rock*), say + to + object pronoun (*he said to us that he liked rock*) and tell + object pronoun (*he told us he liked rock*).
- Ask Ss to fill in say or tell in the correct form in the sentences.
- Check Ss' answers on the board and elicit the reported sentences from Ss around the class.

Answer Key

1 said 3 told 5 said 7 said
2 said 4 said 6 said 8 told

- 1 He said (to us that) that song was great.
- 2 She said they had been to a concert the night before.
- 3 She told me they were seeing U2 that night.
- 4 She said (to me that) he had played the banjo once.
- 5 He said he would buy me that book.
- 6 She said he could play the piano.
- 7 He said (to me that) she had bought tickets.
- 8 She told me she had been to the opera the day before.

8 a) **Aim** To present reported questions/orders

- Read each direct question and the corresponding reported question and elicit how each one is different.
- Explain/Elicit that with question words, we use the same question word in the reported question and with yes/no questions we use if/whether in the reported questions. Point out that the verb in the reported question is in the affirmative.
- Explain/Elicit that we report orders using (not) + to-infinitive.

Suggested Answer Key

We report direct questions that use question words with the same question word in the reported question. We report Yes/No direct questions with if/whether in the reported question. The verb is always in the affirmative in the reported sentence. We report orders with (not) + to-infinitive.

b) **Aim** To practise reported questions/orders

- Explain the task and give Ss time to complete it.
- Then check Ss' answers.

Answer Key

- 1 He asked how much the ticket had cost.
- 2 They asked if/whether they could come with us.
- 3 He asked if/whether I was going to the concert.
- 4 He told us not to take photographs.
- 5 He told me to show him the way.
- 6 He told us to follow him.
- 7 He told me to turn the radio down.
- 8 He told me not to play music that loud.

9 **Aim** To practise reflexive pronouns

- Write on the board *I made this cake myself*. Elicit that *myself* is a reflexive pronoun. Elicit that we use reflexive pronouns to emphasise the subject of the sentence (*I*). Revise all forms. Refer Ss to the Grammar Reference for more details.
- Read out sentence 1.
- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

2 ourselves 3 herself 4 yourself 5 myself

Speaking10 **Aim** To practise reporting information

- Divide the class into small groups and explain the task.
- Give Ss time to talk about what they have heard in the news this week and then ask various Ss from each group to tell the rest of the class.

Suggested Answer Key

I heard that Lady Gaga was about to release a new album.

I heard that the price of petrol was going up.

6g Skills**Vocabulary**1 a) **Aim** To present new vocabulary for places of cultural interest

- Direct Ss' attention to the pictures. Play the recording. Ss listen and repeat chorally or individually.
- Check Ss' intonation and pronunciation.
- Elicit which places are in Ss' town.

Suggested Answer Key

In my town there is an art gallery and a natural history museum.

b) **Aim** To describe a picture

- Ss work in closed pairs and describe one of the pictures to their partner.
- Monitor the activity around the room and ask various Ss to describe their picture to the class.

Suggested Answer Key

- *I can see a large palace with blue walls and white columns. There are statues on the roof and gold decorations above every window.*
- *I can see a man looking at paintings. He is in an art gallery. I think they are oil paintings.*

Module 6

- I can see a huge temple. It has got several floors. It's white and gold. Behind it there are fields.
- I can see an ancient round stone theatre. There are rows of seats round a stage. It's an open theatre. I think it is in Greece.
- I can see a boy looking at a huge clock. He is in a science museum. The boy has got fair hair and is wearing a red sweater.
- I can see a huge castle. It has got lots of rooms and it's very big. I think it's medieval.
- I can see ancient ruins in an open space. There are some white marble columns. They look like they are from ancient Greece.
- I can see the skeleton of a dinosaur in a natural history museum. The bones are huge.
- I can see an ancient fort. The walls are grey. The fort is by the sea.

Listening

2 a) **Aim** To listen for specific information

- Explain the task and ask Ss to read the sentences A-F and underline the key words in each sentence.
- Play the recording. Ss listen and complete the task.

Answer Key

Speaker 1 B Speaker 3 A Speaker 5 C
Speaker 2 D Speaker 4 F

b) **Aim** To compare and analyse your answers

- Ask Ss to compare their answers for Ex. 2a with their partner.
- Play the recording again and ask Ss to say which words helped them decide.

Suggested Answer Key

Speaker 1 – I could image, through history
Speaker 2 – seven days in a row to see
Speaker 3 – 300 steps to the top, panorama
Speaker 4 – engrossed, didn't notice time passing, very late
Speaker 5 – long queues, numbers of visitors

3 a) **Aim** To present and practise question tags

- Write on the board: *He is Spanish, isn't he?* *He doesn't drive, does he?* Explain that the underlined phrases are question tags. Explain/Elicit that we use question tags to confirm information and we use a positive question tag with a negative statement and a negative tag with a positive statement.
- Read out the theory box and elicit further examples from Ss around the class.
- Explain that we use rising intonation when we aren't sure of the answer and falling intonation when we are sure of the answer.

- Give Ss time to complete the question tags for items 1-6.
- Check Ss' answers.

Answer Key

1 isn't it 3 will you 5 didn't he
2 doesn't he 4 has he 6 aren't they

b) **Aim** To listen and mark intonation

- Explain the task.
- Play the recording. Ss listen and mark the intonation.
- Check Ss' answers.

Answer Key

	↗	↘
1	✓	
2		✓
3	✓	
4		✓
5	✓	
6	✓	

Speaking

4 **Aim** To express preferences

- Explain the task and go through the useful language box.
- Read out the example and then ask Ss in pairs to use the places in Ex. 1 and make similar exchanges.
- Monitor the activity around the class and then ask some pairs to express preferences in front of the class.

Suggested Answer Key

- A: Do you fancy visiting the art gallery?
B: Sure – why not?
- A: Would you rather visit the castle or the temple?
B: I'd quite like to go to the castle.
- A: Do you want to go to the fort?
B: Sounds perfect to me.
- A: I'm thinking of going to the palace. Do you like palaces?
B: I don't like palaces much, etc.

6h Writing

1 **Aim** To read and identify the contents of an email

- Read the **Writing Tip** aloud and introduce the type of writing.
- Give Ss time to read the email and elicit what each paragraph is about.

Answer Key

- Para 1: opening remarks, reason for writing
 Paras 2-3: description of the museum and what he saw/did there
 Para 4: closing remarks

2 Aim To improve writing skills using adjectives

- Explain the task and explain/elicite the meanings of the adjectives in the list.
- Give Ss time to read the sentences (1-5) and replace the adjectives in bold with the ones in the list.
- Check Ss' answers.

Answer Key

- 1 nice – spectacular 4 nice – simple
 2 best – most famous 5 nice – thick, nice – beautiful
 3 good – impressive

3 Aim To prepare for a writing task

- Read the rubric aloud and give Ss time to prepare their answers.
- Check Ss' answers around the class.

Suggested Answer Key

- 1 Edinburgh Castle
 2 Edinburgh, Scotland
 3 It was built in 1130.
 4 It is a castle with various exhibitions and museums.
 5 It looks impressive from the outside. It is built on an extinct volcano and its stone walls tower over the city.
 6 You can go on a free guided tour and see the Great Hall and State rooms. You can also see the Scottish crown jewels there.

4 Aim To write an email describing a visit to a place

- Read the rubric aloud and underline the key words. Go through the plan and elicit answers for each bullet point.
- Give Ss time to write their email using their answers from Ex. 3, the useful language in the box and the plan.
- Check Ss' answers.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

Dear Simon,
 I hope you're well. Thank you for your letter. It will be great to see you. There are a lot of interesting things to see in Edinburgh, but the best is the castle. It was built in 1130 and is the most popular tourist attraction in the city. Visitors can explore museums and exhibitions and go on a free guided tour. I went on the guided tour and saw some amazing things. We walked through the Great Hall which was completed in 1511. It still has its original medieval wooden ceiling.

We also saw the Royal Palace. But the highlight was definitely seeing the Scottish crown jewels.

I had a wonderful time and learnt so much about the history of the Royal Scots. I think you would love it too.

See you soon,

Margaret

6i Curricular: Art & Design**1 Aim** To describe paintings using key vocabulary

- Go through the phrases and the adjectives in the rubric and elicit the meanings of any unknown words.
- Ask various Ss to choose a picture and describe it to the rest of the class using the phrases.
- Elicit how each painting makes them feel or which adjectives they associate with each picture.

Suggested Answer Key

In Café Terrace at Night by Van Gogh, I can see a café with chairs and tables outside. There are people sitting outside a café. There is a waiter serving customers at the café. Some people are walking down a cobbled street. It is night-time but the street is well-lit because of the lights from the café. The painting makes me feel excited because the place seems quiet and people look relaxed. I'd love to be there.

In Stage Rehearsal by Degas, I can see ballet dancers rehearsing on stage. The director/composer is directing the dancers. Some of the girls have their hands at the back of their necks. The painting makes me feel anxious because the rehearsal seems to be very tough.

In The Persistence of Memory by Dalí, I can see melting watches. There is a seaside and rocks in the background. It is a barren landscape. The painting makes me feel confused as it is an unusual landscape.

2 Aim To listen and read for gist

- Explain the task. Play the recording. Ss listen and follow the text in their books and match the paintings with the art styles.
- Check Ss' answers.

Answer Key

Café Terrace at Night – Expressionism

Stage Rehearsal – Impressionism

The Persistence of Memory – Surrealism

3 Aim To read for specific information/
To expand vocabulary

- Ask Ss to read the questions 1-8.
- Then give Ss time to read the texts again and answer the questions.
- Check Ss' answers around the class.

Answer Key

- 1 It started as a reaction to the horror of World War I by a group of young European artists.
- 2 They wanted to show people that dreams and thoughts are important.
- 3 Salvador Dalí, Rene Magritte, Marcel Duchamp.
- 4 In France in the 1890s.
- 5 It is characterised by small touches of paint.
- 6 Edgar Degas, Pierre-Auguste Renoir, Paul Cézanne and Edouard Manet.
- 7 They aim to paint images that reflect their emotions.
- 8 Because the artists use this technique to portray anxiety and horror.

- 4 a) **Aim** To consolidate information in a text
- Refer Ss to the **Check these words** box and explain/elicite the meanings of the words or ask Ss to use their dictionaries and look them up.

Suggested Answer Key

- found (v):** to start, set up
reaction (n): an action or behaviour that is a result of sth else
combine (v): to mix two or more things
fantasy (n): a dream or imagined scene
odd ways (phr): unusual ways
develop (v): to grow and change
strict convention (phr): correct way of behaving
set (v): to fix, put sth in place
academy (n): a society that maintains the standard in a certain field
outrage (v): to shock
capture (v): to express what sth or sb is really like
touches of paint (phr): small dots/marks of paint
focus (v): to concentrate on
affect (v): to influence sb to change in some way
emerge (v): to come out from being hidden
concentrate(v): to be all in one area
reflect (v): to mirror
brushstroke (n): the marks made by a painter's brush on a canvas
distort (v): to change sth so it seems unclear
portray (v): to show
influence (v): to use a power to change others' opinions
- Ask Ss to use these words to say four things they have learnt from the text.

Suggested Answer Key

- 1 Surrealism was founded in 1924.
- 2 Surrealism combines fantasy with reality.
- 3 Impressionism was developed in France.
- 4 Expressionist paintings reflect emotions.

- b) **Aim** To express a personal opinion, to develop critical thinking skills

Explain the task and allow Ss time to write their sentences. Then ask various Ss to tell the rest of the class which style of art they like the most and why.

Suggested Answer Key

- I like Surrealism the most because the images make you think and look at things in a new way. I like the way the pictures look like images from a dream.
- I like Impressionism the most because I like the way the paintings capture moments and sensations. My favourite artist is Renoir.
- I like Expressionism the most because I like paintings that have bright colours and that reflect emotions. My favourite artist is Van Gogh.

- 5 **Aim** To give a presentation on a style of art

- Divide the class into small groups.
- Explain the task and direct Ss to the Internet, encyclopaedias or other reference sources to collect information on another style of art.
- Ask various groups of Ss to present their information to the class.
- Alternatively, assign the task as HW and ask Ss to give their presentations in the next lesson.

Suggested Answer Key

Style: Realism

When/where started: France 1850s

Famous artists and their works of art: Gustave Courbet: Bonjour, Monsieur Courbet, Jules Breton: The Song of the Lark

What shows: Bonjour, Monsieur Courbet shows an almost photographic image of three men talking on the road, The Song of the Lark shows a fieldworker listening to a bird singing.

Realism emerged in France in the 1850s as a reaction against Romanticism. They wanted to portray subjects so that they looked objectively real. Artists of this movement include Gustave Courbet and Jules Breton. Bonjour, Monsieur Courbet by Gustave Courbet shows an almost photographic image of three men talking on the road. The Song of the Lark by Jules Breton shows a fieldworker stood listening to a birdsong.

Language Review 6

- | | | | | |
|---|-----|-----|-----|-----|
| 1 | 1 B | 3 F | 5 C | 7 D |
| | 2 E | 4 G | 6 A | 8 H |

- | | | | |
|---|--------------|--------------|----------------|
| 2 | 1 compose | 5 elaborate | 9 excavated |
| | 2 armoury | 6 authentic | 10 brushstroke |
| | 3 plantation | 7 Aboriginal | |
| | 4 mural | 8 stroll | |

- | | | | |
|---|-------------------|------------|-------------|
| 3 | 1 living | 5 holy | 9 attention |
| | 2 Mother | 6 statue | 10 odd |
| | 3 natural history | 7 roadside | |
| | 4 wildlife | 8 burial | |

- | | | | | |
|---|-------|------|------|------|
| 4 | 1 in | 3 in | 5 of | 7 by |
| | 2 for | 4 by | 6 on | 8 by |

GAME

Aim To consolidate vocabulary from the module

- Divide the class into two teams. Each team takes turns writing or saying a sentence with one of the words/phrases in the list.
- Each correct sentence earns one point. If the sentence is incorrect, the team misses a turn.
- The team with the most points, after all the words have been used, wins.

Suggested Answer Key

Archaeologists were amazed when they discovered the **treasure-filled** tomb.

Valuable artefacts **remain untouched** in the depths of the tomb.

I'd love to see the **Terracotta Army**.

This is a great museum **you really can't miss**.

Have you ever seen a **dinosaur bone**?

The lion's head on Kennon Road in the Philippines looks like a **mighty beast**.

People **come together in unity** at the Garma Festival.

A **boomerang** is an Aboriginal weapon.

At the Grand Canal Shops in Venice, Las Vegas, the designers have paid great **attention to detail**.

There are lots of shops and **fashion boutiques** in the mall.

You can buy a souvenir **carnival mask** in Venice, Las Vegas.

Terje Isungset is a **percussionist**.

Terje played at a concert behind a **frozen waterfall**.

Terje calls his ice music **chill-out music**.

Terje puts his instruments in the **deep freeze** after the concert to preserve them.

Impressionism went against the **strict conventions** set by the academies.

Quiz**Answer Key**

- | | |
|--------------------|--------------|
| 1 T | 5 T |
| 2 F (Michelangelo) | 6 F (Norway) |
| 3 F (red clay) | 7 T |
| 4 F (copper) | 8 F (2010) |

Ss prepare their quiz in groups. Ask Ss to go through the pages of Module 6 and select information to compile their quiz. Ask groups to exchange quizzes, do them, then check their answers.

Suggested Answer Key**Quiz**

- 1 The Terracotta Army was found in Japan. (F – China)
- 2 The Big Dinosaur is a roadside attraction in Australia. (F – Canada)
- 3 The Statue of Liberty was completed in 1884. (T)

- 4 The Yolngu tribe is from Australia. (T)
- 5 The Grand Canal Shops is 46,000 m². (T)
- 6 René Magritte was an Impressionist painter. (F – Surrealist)
- 7 Wassily Kandinsky was a Surrealist artist. (F – Expressionist)
- 8 The Persistence of Memory was painted in 1931. (T)

Skills 6**Reading**

- 1 **Aim** To read for specific information

- Explain the task and ask Ss to read the questions 1-6 and the possible answers.
- Give Ss time to read the text and then choose the correct answer for each question.
- Check Ss' answers.

Answer Key

- | | |
|-------------------|-------------------|
| 1 D (lines 4-5) | 4 A (lines 13-14) |
| 2 C (lines 7-9) | 5 C (lines 19-20) |
| 3 A (lines 10-11) | 6 B (lines 21-22) |

- 2 **Aim** To complete a text with grammar structures

- Read out the **Study Skills** box and explain that this tip will help Ss to complete the task successfully.
- Read the rubric out and explain the task.
- Give Ss time to do the task and then compare answers with their partner.
- Elicit answers from Ss around the class.

Answer Key

- | | | |
|-------------|------------|------------|
| 1 have been | 4 had made | 7 would go |
| 2 taking | 5 feel | |
| 3 signed up | 6 thinking | |

Listening

- 3 **Aim** To listen for specific information

- Explain the task and ask Ss to read the sentences 1-5.
- Play the recording. Ss listen and choose the correct answers.
- Play the recording again with pauses for Ss to check their answers. Check Ss' answers.

Answer Key

- | | | | | |
|-----|-----|-----|-----|-----|
| 1 F | 2 F | 3 T | 4 F | 5 T |
|-----|-----|-----|-----|-----|

Speaking

- 4 **Aim** To give a talk

- Explain the task. Ask Ss to read the points to be included in their talk and underline the key words. Ask various Ss around the class each of the questions.
- Ss work in pairs. Give Ss time to give their talk

while their partner listens, then to exchange roles. Monitor the activity around the class.

Suggested Answer Key

In my city there is a huge number of places of cultural interest. First of all, there's the Bolshoi Theatre, a very famous venue for ballets and other performances. There are also several excellent art galleries such as the Tretyakov Gallery and the Pushkin Museum of Fine Arts which has really interesting works of art – my favourites are from Ancient Egypt and Rome. I do like visiting certain museums such as the Cosmonaut Museum which is really interesting and I always enjoy visiting historic sites because I'm really interested in history. As for art, I love most kinds but I prefer traditional art by, for example, impressionists like Monet, most of all. I like certain kinds of modern art but not all of it.

Writing

5 **Aim** To write a postcard

- Read the rubric aloud and explain the task.
- Give Ss time to write their postcard and remind them to include all the bullet points. Refer them to the Writing Bank for more details.
- Ask various Ss to read their postcard to the class.

Suggested Answer Key

*Dear Peter,
Greetings from Rome! I'm having a wonderful time and the weather is great. I've visited the Vatican, St Peter's Square and the Basilica. I've also seen the Sistine Chapel. It was really beautiful.
Tomorrow, we're going to the Colosseum and the Roman Forum. After that, we're going souvenir shopping.
See you when I get back,
Brian*

Russia 6

Reading & Listening

1 **Aim** To introduce the topic of the text

- Ask Ss to describe the statue and answer the question.
- Play the recording. Ss listen and follow the text in their books and check their answers.

Suggested Answer Key

The statue is of a woman wearing long robes and holding a large sword high up in the air.

2 **Aim** To read for specific information

- Give Ss time to read the text again and complete the sentences.
- Elicit answers from various Ss around the class.
- Check Ss' answers.

Suggested Answer Key

- 1 on the hill of Mamayev Kurgan in Volgograd, Russia.

- 2 concrete
- 3 a woman holding a large sword in her right hand
- 4 85 metres
- 5 honour the millions of Russians who died for their country.

- Explain/Elicit the meaning of words in the **Check these words** box.

Suggested Answer Key

giant (adj): huge

concrete (adj): made of a substance made of cement, sand, small stones and water

statue (n): large sculpture of a person or animal

magnificent (adj): beautiful and impressive

sword (n): a weapon with a long sharp blade

commemorate (v): to remember by a ceremony or special action

victory (n): success in a war or competition

invasion (n): attack of a country by an army

erect (v): to build or to create

memorial (adj): in honour of someone who has died so that they are remembered

site (n): ground used for a particular purpose

honour (v): to give praise to for doing something good

monument (n): a large structure built to remind people of a famous person or a historical event

Speaking & Writing

3 **Aim** To consolidate information in a text

- Ask Ss to tell their partner three things they remember from the text. Monitor the activity around the class.

Suggested Answer Key

- 1 The Motherland calls is a giant concrete statue.
- 2 It commemorates Russia's victory over the Nazi invasion during World War II.
- 3 It weighs almost 8,000 tons.

4 **Aim** To personalise the topic

Ss imagine they are standing in front of the statue and tell their partner how they feel. Monitor the activity around the class.

5 **Aim** To write a paragraph about another statue

- Ask Ss to work in small groups and collect information from the Internet.
- Allow Ss time to collect their information and write their paragraph.
- Allow Ss time to present their information in class.

Suggested Answer Key

The Bronze Horseman is a magnificent statue built to honour the founder of St Petersburg, Peter the Great. The statue stands on Senatskai Square and it faces the Neva River. The statue is Peter the Great on a horse. The pedestal that the statue stands on is made of a single piece of red granite which looks like a cliff. From the top of this 'cliff', Peter is leading Russia forward while his horse steps on a snake, which represents Peter's enemies.

Revision 1

- 1 1 signs 5 cuts 9 fatal
2 fall into 6 breeding 10 poisonous
3 borrow 7 focus
4 hand-held 8 police
- 2 1 don't have to 3 must 5 shouldn't
2 mustn't 4 Could
- 3 1 pays 4 Is John ironing
2 is staying 5 tidies
3 makes
- 4 1 taller than 4 the busiest
2 The best 5 more dangerous than
3 more exciting than
- 5 1 Here you are.
2 We'd like to take the 9:30 am bus.
3 I'd like two tickets to Manchester, please.
4 Return, please.

6 Suggested Answer Key

Dear Annie,
I'm sorry to hear about your problem with your neighbours. It's awful that their dog barks outside all night and you can't sleep!
Why don't you talk to your neighbours? You could ask them to keep the dog inside at night. That way they will know how much the dog is bothering you.
If that doesn't work, you could wear earplugs at night! If you do this, you won't even hear the dog barking!
I hope my advice helps! Let me know what happens!
Best wishes,
Sarah

Revision 2

- 1 1 attracts 5 fry 9 serve
2 spicy 6 slices 10 aisle
3 tub 7 run
4 order 8 dessert
- 2 1 a 5 a lot of 9 any
2 many 6 some 10 an
3 a little 7 a few
4 too much 8 many
- 3 1 enough 3 enough 5 too
2 too 4 enough
- 4 1 to buy 5 to invite 9 cooking
2 to eat 6 show 10 wash
3 going 7 to have
4 help 8 drinking

- 5 1 a 2 a 3 b 4 a 5 a

6 Suggested Answer Key

Hi Vanessa!
Thanks for your email. Here's my recipe for pierogi. Pierogi are traditional dumplings. First, make the dough with flour and water and roll it flat. Cut out circles. For the filling, boil and mash some potatoes and mix with fried onions and some cheese. Then, place the filling in the middle of the dough and fold it over to make half circles. Then, boil in a pan of hot water until they float. Serve with sour cream or with fried onions and garlic.
I hope you try them.
Write soon,
Peter

Revision 3

- 1 1 won 5 legend 9 discovered
2 empire 6 settled 10 lifetime
3 incredible 7 voyage
4 accurate 8 locals

BACKGROUND INFORMATION

Hungary is a country in central Europe that shares borders with Austria, Slovakia, Ukraine, Romania, Serbia, Croatia and Slovenia. The capital city is Budapest and the people speak Hungarian. The population is around 10 million people.

Korea is a territory in east Asia which is made up of two separate states, North Korea and South Korea. It covers an area of over 219,000 km² and the people speak Korean. It split in 1948 because of political differences.

Wolfgang Amadeus Mozart (1756-1791) was a composer. He was born in Austria and, in his short life, he composed over 600 works. He is probably the most popular classical composer of all time. Some of his most famous works include the operas: *The Magic Flute* and *The Marriage of Figaro*.

Atlantis is a mythical island said, by the Greek philosopher Plato, to have existed 9,000 years before his time. According to legend, it was built by the Greek god Poseidon and there were great palaces and beautiful temples filled with gold and riches. Then it mysteriously sank to the bottom of the sea.

- 2 1 did the Pilgrims survive, taught
2 killed, died
3 Were the children watching, were having
4 didn't start, didn't know
5 did you burn, rang, was cooking

REVISION KEY

- 3 1 C 2 E 3 D 4 A 5 B
- 4 1 He was born in Krnstadt.
2 To work as an ambulance driver during WW1.
3 He taught at the Moscow Institute of Physics and Technology.
4 He won the Nobel Prize in Physics.
5 He died on 8th April, 1984.
- 5 *Ss' own answers*

Revision 4

- 1 1 crowded 5 encourage 9 erupts
2 experience 6 emergency 10 make
3 forecast 7 attracts
4 stunning 8 leftovers
- 2 1 will have 4 are going to miss
2 am not going to swim 5 will come
3 will be
- 3 1 is swimming 4 are visiting
2 are eating 5 am not climbing
3 am travelling
- 4 1 C 2 A 3 B 4 E 5 D
- 5 1 who 3 where 5 whose
2 whose 4 which
- 6 1 The, a 3 a, The 5 The, the
2 -, - 4 The, the

7 Suggested Answer Key

Dear George,
Hi, how are you? I'm in Cancun. We're staying in a beautiful hotel right on the beach. The weather is amazing!
Yesterday, we went scuba diving. We spent three hours in the water. The fish we saw there were fantastic! This afternoon, we're playing volleyball on the beach.
Tomorrow, we're going to visit an underwater sculpture museum. We are going to see statues of people and animals about 790 metres below the waves. I can't wait!
Well, I must go now. We're meeting some friends for lunch. See you when I get back!
Best wishes,
Alex

Revision 5

- 1 1 affect 5 raise 9 lay
2 hunting 6 poverty 10 habitat
3 swept 7 polluted
4 suffers 8 save

- 2 1 A: Have you ever done
B: ran
2 A: was
B: have arrived
3 A: did he lose
B: had sprained/sprained
4 A: looked
B: had passed
5 A: Did she arrive
B: had waited

- 3 1 yet 3 since 5 before
2 already 4 already
- 4 1 hadn't been 4 hadn't lied
2 had taken 5 wouldn't have got
3 hadn't missed

- 5 1 B 2 C 3 E 4 A 5 D

6 Suggested Answer Key

Hi Andrew,
How are you? I've just joined a volunteer team and I wanted to tell you all about it.
The project helps the homeless people here and we've already done so many things. We've collected food donations, winter clothes and shoes. We've also delivered them to shelters around the city. Last night, we gave out hot soup outside the library.
Tomorrow, the team is meeting early to make sandwiches. Then, we're going to give them to people sleeping outside the train station. It's hard work, but homeless people are really grateful to receive help.
Write back soon,
David

Revision 6

- 1 1 pose 5 shimmers 9 steer
2 highlight 6 glide 10 fossil
3 chariot 7 approached
4 icicles 8 reign
- 2 1 is being serviced
2 was opened
3 Was this cake made
4 will the competition winners be announced
5 has been visited
- 3 1 Food mustn't be eaten (by visitors) in the museum.
2 *Romeo & Juliet* was written by Shakespeare.
3 Dina's portrait will be painted by Victor.
4 Tickets can be bought online.
5 She has been photographed many times (by photographers).

- 4 1 She said that she lived in Moscow.
 2 They said that they had been to the zoo that day.
 3 He said that he would meet us there.
 4 He said that he was thinking of going to the museum the next day.
 5 He said that they had gone to Sochi the day before.

5 1 C 2 A 3 B 4 E 5 D

6 Suggested Answer Key

Dear Steve,

Sorry, I didn't write earlier but I was on a trip to York, one of the most beautiful places in England. We went there last Monday and stayed for a week. I did a lot of sightseeing. What really impressed me was the Jorvik Viking Centre. The museum opened in 1984 and is one of England's most popular attractions. We rode in a time capsule and saw inside Viking houses. We heard people speaking Norse and smelt home-cooked food from a villager's kitchen. It was a great experience.

Hope you had a nice weekend.

Write back,

Richard

VOCABULARY KEY

Vocabulary Bank 1

Road Features (p. VB1)

- 1 A 3 D 4 G 8 J 9 M 11
B 6 E 2 H 12 K 5
C 13 F 10 I 7 L 1

- 2 1 U-turn 5 zebra crossing
2 bus stop 6 roundabout
3 streetlights 7 road signs
4 pavement 8 tunnel

- 3 1 B 2 E 3 C 4 D 5 A

4 Suggested Answer

... What is your area like?

A: I live in an area with narrow streets. There are no bus lanes or cycle lanes and the pavements are very narrow, too. There are no roundabouts, level crossings or tunnels.

Animals (p. VB2)

- 1 **mammal:** moose, beaver, raccoon, panther, rhino, camel, orang-utan, whale, rabbit, mouse, squirrel
reptile: alligator, scorpion, rattlesnake, lizard, cobra, turtle
bird: woodpecker, ostrich, owl, chicken, duck, goose
fish: tuna, salmon
insect: mosquito, wasp, cricket, dragonfly, ant, bee
rodent: beaver, mouse, squirrel
amphibian: salamander, frog, toad
arachnid: spider

- 2 1 F 4 P 7 P 10 W 13 F
2 P 5 F 8 W 11 F 14 W
3 W 6 W 9 F/P 12 P 15 W/P

- 3 2 F zebra 7 I tortoise
3 H lion 8 C squirrel
4 E rhino 9 A panda
5 J camel 10 B fish/salmon
6 D spider

4 Suggested Answers

- 1 Yes, I have. It is a goldfish called George. It is orange and fat. I'd like to have a dog.
2 In my country, there are cows, sheep, pigs and chickens. We use them for milk, meat and eggs.
3 Yes, I have seen all sorts of wild animals in the zoo and some in the forest. I saw an eagle once. It was beautiful with large wings and sharp claws.

Places in a city (p. VB3)

- 1 1 D 2 C 3 A 4 F 5 E 6 B
A car park D post office
B high school E town hall
C community centre F petrol station

- 2 1 hospital 4 bank 7 library
2 office building 5 gym
3 court 6 park

- 3 1 shopping centre 4 sports complex
2 bowling alley 5 childcare centre
3 ice rink 6 spa

- 4 1 clean 3 historic 5 expensive
2 quiet 4 beautiful 6 safe

5 Suggested Answer

A: It's a place where you can deposit money.

B: It's a bank. It's a place where you can find many shops under one roof.

A: It's a shopping centre. It's a place where you can receive medical treatment.

B: It's a hospital. It's a place where you can post a parcel.

A: It's a post office. It's a place where you can fill your car up with petrol.

B: It's a petrol station. It's a place where you can take the dog for a walk.

A: It's a park. It's a place where you can park your car.

B: It's a car park. It's a place where you can get a marriage licence.

A: It's a town hall. It's a place where you can go swimming.

B: It's a sports complex. It's a place where you can learn a new skill.

A: It's a community centre. It's a place where you can watch a court case.

B: It's a court.

6 Suggested Answer

Moscow is a big city. It's the capital of Russia. There are a lot of interesting places to visit and many things to do. In my neighbourhood there is a park where we take the dog for a walk and a community centre where we socialise and learn new skills. I like my neighbourhood very much.

Houses/Dwellings/Characteristics (p. VB4)

- 1 1 bungalow 6 farm
2 hotel 7 detached house
3 skyscraper 8 mansion
4 cottage 9 terraced houses
5 blocks of flats

- 2 1 D 2 A 3 B 4 C 5 F 6 E

3 Suggested Answers

- 1 I live in the city.
2 I live in a flat.
3 It is spacious.
4 Flats and houses are typical dwellings in my country.

- 4 a) A 4 C 2 E 7 G 1
B 5 D 6 F 8 H 3

b) Suggested Answer

A: Where is the entrance?

B: It's at the front of the house. Where is the basement?

A: It's under the house. Where is the roof?

B: It's on top of the house. Where is the fence?

A: It's around the garden. Where is the driveway?

B: It's in front of the house on the right. Where is the chimney?

A: It's on top of the roof. Where is the veranda?

B: It's outside the house at the front.

5 1 escape

2 floor

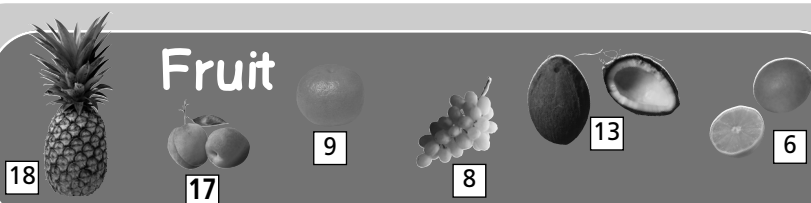
3 heating

4 mower

5 space

Vocabulary Bank 2
Food & Drinks (p. VB5)

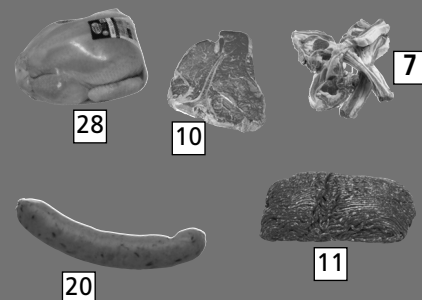
1

Fruit

Vegetables

Dairy Products

Other

Baked goods

Meat & Poultry

Fish & Seafood


2 Suggested Answers

- 1 My favourite fruit is the banana and my favourite vegetable is the carrot. I can't stand grapefruit or spinach.
- 2 I usually have egg on toast for breakfast, a sandwich or a salad for lunch and meat with potatoes for dinner.
- 3 Yes, I go to the local market every Saturday. I buy fruit and vegetables and cheese./No, I don't go to a market.
- 4 Yes, I do. They eat soya protein and they avoid meat, dairy products and seafood./No, I don't know any vegetarians.
- 5 My favourite dish is cheese pie. You need grated cheese, eggs, flour, butter, milk and salt to make it.
- 6 Strawberries, raspberries, cherries, tomatoes, cucumbers and peppers grow in my country in the summer.

Weights & Measures (p. VB6)

- | | | | |
|---|-----------|--------|------------|
| 1 | 1 cans | 5 jar | 9 tub |
| | 2 packets | 6 box | 10 bunches |
| | 3 carton | 7 bars | 11 bag |
| | 4 loaves | 8 tin | 12 pots |
-
- | | | |
|---|---------------|----------------|
| 2 | 1 fluid ounce | 7 teaspoons |
| | 2 pints | 8 tablespoons |
| | 3 quarts | 9 ounces |
| | 4 gallon | 10 pounds |
| | 5 litres | 11 kilogrammes |
| | 6 millilitres | 12 grammes |
-
- | | | |
|------|-------------------|---------------|
| 3 a) | 1 rare/well-done | 4 soft/crusty |
| | 2 sparkling/still | 5 spicy/mild |
| | 3 strong/weak | 6 red/white |

b) Suggested Answers

A: Do you prefer a rare or a well done steak?
B: I prefer a well done steak.

A: Do you prefer strong or weak tea?
B: I prefer strong tea.

A: Do you prefer soft or crusty bread?
B: I prefer crusty bread.

A: Do you prefer spicy or mild curry?
B: I prefer mild curry.

A: Do you prefer red or white wine?
B: I prefer white wine.

- | | | | |
|---|-----------|-----------|---------|
| 4 | 1 cartons | 3 grammes | 5 pinch |
| | 2 pounds | 4 stale | 6 bunch |

At a Restaurant (p. VB7)

- | | | | | |
|---|-----|-----|-----|------|
| 1 | 1 G | 4 A | 7 H | 10 L |
| | 2 E | 5 K | 8 I | 11 D |
| | 3 B | 6 F | 9 J | 12 C |

- | | | | | |
|------|-----|-----|-----|-----|
| 2 a) | 1 H | 3 A | 5 C | 7 E |
| | 2 G | 4 D | 6 F | 8 B |

b) First, the waiter sets the table. Then the customers read the menu. When they are ready, they call the waiter who takes the order. During the meal, the waiter serves the food and pours the drinks. After the meal, the customers pay the bill and leave a tip.

- | | | | |
|---|-----------|-------------|----------|
| 3 | 1 waiter | 4 main | 7 still |
| | 2 menu | 5 well done | 8 basket |
| | 3 steamed | 6 dish | |

4 Suggested Answers

- 1 I eat out about once a month. I usually eat out with my family.
- 2 My favourite restaurant is Rico's. I like it because the food is delicious and the staff are friendly.

Cooking methods (p. VB8)

- | | | | |
|---|--------|---------|----------|
| 1 | 1 peel | 4 grill | 7 simmer |
| | 2 mash | 5 grate | 8 slice |
| | 3 bake | 6 stir | 9 fry |

- | | | | | |
|---|-----|-----|-----|-----|
| 2 | 1 F | 3 D | 5 G | 7 C |
| | 2 B | 4 A | 6 E | |

- | | | | |
|---|--------|---------|------------|
| 3 | 1 wash | 4 Add | 7 Put |
| | 2 chop | 5 Boil | 8 sprinkle |
| | 3 Fry | 6 drain | |

4 Suggested Answer

- | | | | |
|---|------------------|---|---------|
| 1 | A, B, C, D, E, F | 5 | A, C, E |
| 2 | A, D | 6 | B |
| 3 | A, B, C, F | 7 | A, C |
| 4 | C, D, E | 8 | C, D, F |

A: How do you like to eat eggs: fried or boiled?

B: Actually, I prefer scrambled eggs.

A: How do you like to eat vegetables: fried, boiled or grilled?

B: Actually, I prefer steamed vegetables.

A: How do you like to eat fish: fried, baked or grilled?

B: Actually, I prefer steamed fish.

A: How do you like to eat beef: fried or grilled?

B: Actually, I prefer roast beef.

A: How do you like to eat rice: fried or boiled?

B: Actually, I prefer steamed rice.

Vocabulary Bank 3
Crime (p. VB9)

- | | | | |
|---|----------|----------|---------|
| 1 | 1 set | 4 kidnap | 7 rob |
| | 2 exceed | 5 pick | 8 spray |
| | 3 mug | 6 burgle | |

- 2 1 shoplifting 3 speeding 5 arson
2 car theft 4 hijacking 6 murder

3

	VERB	CRIME	CRIMINAL
1	vandalise	vandalism	vandal
2	murder	murder	murderer
3	kidnap	kidnapping	kidnapper
4	spy	spying	spy
5	burglar	burglary	burglar

- 4 1 victim 3 escape 5 arrested
2 criminal 4 reported 6 serving

Jobs (p. VB10)

- 1 a) 1 musician 5 scientist 9 singer
2 painter 6 sailor 10 nurse
3 architect 7 president
4 sculptor 8 teacher

b) Suggested Answers

- 1 **outside:** sailor
inside: musician, painter, architect, sculptor, scientist, president, teacher, singer, nurse
2 architect, scientist, teacher, nurse
3 sailor, nurse
4 musician, painter, sculptor

- 2 1 E 3 F 5 A 7 B
2 C 4 G 6 D

- 3 2 E A painter paints portraits of people.
3 B A musician plays a musical instrument.
4 A A sailor works on a ship.
5 D A singer performs live on stage.
6 C A scientist does experiments.

4 Suggested Answers

A musician needs to be talented and skilful.
An architect needs to be intelligent and creative.
A physicist needs to be intelligent, curious and imaginative.
A teacher needs to be intelligent, creative and patient.
A nurse needs to be sociable, patient, hard-working and polite.
A singer needs to be talented.
A scientist needs to be intelligent and skilful.
An explorer needs to be brave and ambitious.
A sailor needs to be hardworking.
A painter needs to be talented, creative and imaginative.
A sculptor needs to be talented, creative and imaginative.
An engineer needs to be intelligent, imaginative and skilful.

A mathematician needs to be talented and intelligent.
An inventor needs to be imaginative, creative and skilful.

Vocabulary Bank 4

Types of holiday (p. VB11)

- 1 1 camping 5 walking 9 sailing
2 backpacking 6 cycling 10 safari
3 adventure 7 horse riding
4 fishing 8 cruise

- 2 1 send 5 sit 9 go
2 visit 6 shop 10 take
3 explore 7 historic
4 ride 8 local

- 3 1 go 2 take 3 have

4 Suggested Answers

- 1 crowded beaches 6 a beach holiday
2 to relax 7 adventure
3 sunbathing 8 surfs
4 cycling
5 sightseeing and buying souvenirs

Holiday activities (p. VB12)

- 1 1 go snorkelling 8 take photos
2 go water skiing 9 visit historic sites
3 sail 10 trek in the mountains
4 surf 11 sunbathe
5 scuba dive 12 try local food
6 buy souvenirs 13 windsurf
7 go on a jeep ride

2 Suggested Answer

safari	sightseeing holiday
go on a jeep ride take photos try local food	buy souvenirs take photos visit historic sites try local food
beach holiday	activity holiday
go snorkelling sunbathe	go water skiing sail surf scuba dive trek in the mountains windsurf

Holiday problems (p. VB13)

- 1 1 get a flat tyre 5 car break down
2 run out of cash 6 get sunburnt
3 have your wallet stolen 7 lose luggage
4 lose passport 8 miss flight

VOCABULARY KEY

- 2 2 lost hotel booking 5 trapped in bad weather
3 get food poisoning 6 get a fine
4 crowded beach 7 lose way

- 3 lose: luggage, money, passport, ticket
miss: flight, the train

Suggested Answers

You may lose your luggage.
You may lose your money.
You may lose your passport.
You may lose your ticket.
You may miss the train.

4 Suggested Answers

- I lost my luggage once. I complained to the airline and it arrived two days later. I had to buy some new clothes and toiletries, but the airline gave me the money back.
- Once I missed my flight and I had to spend the night at the airport. It was very uncomfortable and inconvenient, but I managed to get a flight the next day.
- Yes, I have. It was very painful. I put on some skin cream and stayed indoors for a few days./ No, I haven't. I am always very careful not to get sunburnt.

Vocabulary Bank 5

Natural Disasters (p. VB14)

- 1 a) 1 drought 5 earthquake
2 flood 6 tsunami
3 forest fire 7 tornado
4 hurricane 8 avalanche

b) Suggested Answers

- Floods are quite common in my country. When it rains heavily in the autumn, some rivers burst their banks and there is quite a lot of flooding. None of the other natural disasters are common in my country.
- If an earthquake happened, I would quickly get under a table or a solid piece of furniture and wait until the shaking stops. Then, I would leave the building and get to a safe area. I wouldn't use the lift. I would wait until the building was declared safe before I went back inside.

- 2 1 swept 3 damaged 5 lost
2 clear 4 sending
- 3 1 Rescue 4 endangered 7 energy
2 polluted 5 climate 8 global
3 conservation 6 supply

- 4 1 supports 4 inspected 7 campaigned
2 help 5 poison 8 destroyed
3 made 6 raised

Social issues (p. VB15)

- 1 1 deforestation 5 disease
2 homelessness 6 war
3 racism 7 overpopulation
4 illiteracy 8 poverty
- 2 1 poverty 5 deforestation
2 illiteracy 6 war
3 diseases 7 overpopulation
4 racism 8 homelessness

- 3 1 fire 3 slavery 5 rays 7 family
2 poverty 4 damage 6 crime 8 litter
- 4 1 C 3 F 5 B 7 H 9 J
2 D 4 A 6 E 8 G 10 I

Accidents & Injuries (p. VB16)

- 1 1 eyebrow 5 shoulder 9 leg
2 finger 6 chest 10 ankle
3 toe 7 stomach
4 head 8 wrist
- 2 1 F 3 A 5 C 7 E
2 G 4 B 6 D

3 Suggested Answers

- Yes, I have. I had a high temperature, a runny nose, a sore throat and a bad cough./No, I haven't.
- Yes, I have. I fell off my skateboard and sprained my wrist. I went to hospital for an X-ray and the doctor put a bandage on it./No, I haven't.

- 4 1 cut 4 broke 7 bruised
2 twisted 5 banged 8 burnt
3 hurt 6 pulled
- 5 1 cut 3 wound 5 antibiotics
2 stitches 4 dressing 6 allergic

Vocabulary Bank 6

Types of Art (p. VB17)

- 1 a) 1 sculpting 5 pottery
2 painting 6 film-making
3 photography 7 drawing
4 architecture 8 collage
- b) A 1 C 3 E 8 G 5
B 6 D 2 F 4 H 7

- 2 1 painted 4 take 7 sketch
2 draw 5 sculpt
3 design 6 directed
- 3 1 clay 3 marble 5 limestone
2 wood 4 bronze 6 gold

Shops & Shopping (p. VB18)

- 1 1 baker's 5 boutique
2 optician's 6 jeweller's
3 chemist's 7 delicatessen
4 stationer's 8 confectioner's

2	baker's	bread rolls, pastries, sandwiches
	stationer's	paper clips, envelopes, pens, rulers, sharpeners
	chemist's	aspirin, eye drops, painkillers
	optician's	contact lenses, glasses
	boutique	blouse, designer clothes, evening gown
	jeweller's	earrings, necklace, ring
	confectioner's	chocolates, sweets
	delicatessen	cheeses, cold meats, olive oil

- 3 1 B 3 D 5 A 7 F
2 C 4 G 6 E

- 4 1 bought 3 return 5 are 7 pays
2 sells 4 kept 6 exchange

5 Suggested Answers

- There is a supermarket, a butcher's, a baker's and a chemist's in my area.
- We sometimes buy clothes and shoes when we go shopping. We usually buy bread and pastries from the baker's.
- My parents always pay in cash. They don't have a credit card.

Music (p. VB19)

- 1 1 violin 6 trumpet 11 flute
2 guitar 7 saxophone 12 cello
3 piano 8 xylophone 13 horn
4 harp 9 tambourine
5 accordion 10 drums

string: violin, guitar, harp, cello

wind: accordion, flute

brass: trumpet, saxophone, horn

percussion: piano, xylophone, tambourine, drums

- 2 1 play 3 recorded 5 sang
2 compose 4 conducted 6 listen

- 3 1 beat 3 halls 5 music
2 band 4 singer 6 effects

4 Suggested Answers

- Yes, I do. I play the piano./No, I don't. I would like to learn to play the piano.
- My favourite type of music is pop music.
- Yes, I have been to a live concert. It was my favourite band. It took place in the stadium in the city centre. It was amazing./No, I haven't been to a live concert, but I would like to.

Archaeological Sites (p. VB20)

- 1 1 castle 4 ancient theatre
2 pyramid 5 fortress
3 temple 6 burial site
- 2 1 tomb 3 jewellery 5 coins
2 vase 4 statues 6 masks
- 3 1 excavate 3 discover 5 represent
2 found 4 tomb 6 put

4	shape	size	texture
	crooked, flat, narrow, rectangular, round, square, wide	big, gigantic, huge, large, miniature, tall, tiny	hard, rough, sharp, smooth, soft

5 Suggested Answers

- They are two tiny round coins made from hard metal. They have a rough surface.
- It's a round flat plate with flowers on it.
- It's a large marble statue of a woman and a big vase. It has a smooth surface.
- It's a carved dragon. It has a rough surface with sharp points all over it.

p. WB1

1 Suggested Answers

Hope you're OK. Sorry I didn't write earlier, but we've just moved and I haven't had the chance until now to tell you about my new house.

2 Suggested Answers

Bye for now. Write soon.

3 Suggested Answers

Take care

p. WB2

1 Suggested Answers

It has the layout of a letter and not a note.
It starts/ends like an informal letter.
There is no chatty language. It has a semi-formal style.
All pronouns, articles and auxiliaries are included.

2 Suggested Answers

Becky,
Have to meet Laura to take dog to vet.
Can't come shopping. Hope you don't mind. Might be late. If I finish early, I'll call and meet you there or we could go to cinema. Text me.
Anna

p. WB3

1 Suggested Answers

- 1 An art contest
- 2 To use digital technology as a language of creative expression.
- 3 St Martin's College, 2nd May
- 4 The prize, who can enter, who to contact

2 Suggested Answers

Anyone who is interested can call Sara Hill on 01226 421567.
Calling all Digital Art Students!

p. WB4

1 Suggested Answers

Fyodor Dostoyevsky is one of the most famous writers in the world. He was born in Moscow, Russia, in 1821.
At the age of 16, Dostoyevsky entered the Army Engineering College but resigned the army 7 years later in 1844 to start writing seriously. In his early career as a writer he joined the St Petersburg Gazette in 1847. Ten years later, he met and married Mariya Dmitriyevna Isayeva and, soon after, became editor of Vremya.
Dostoyevsky also travelled abroad for the first time to London in 1862 but, after returning to

Russia, mounting debts forced him to leave again. It was at this point that he wrote one of his most famous works, *Crime and Punishment*, and met and married his second wife Anna Grigoryevna Snitkina. They moved to Italy where he continued to write, publishing *The Idiot* in 1868. Dostoyevsky remained abroad for 6 years finally returning to his homeland in 1871.
He published his final work *The Brothers Karamazov* shortly before his death in 1881. But his writings live on and people will always remember him as one of the greatest writers who ever lived.

p. WB5

1 Answer Key

- 1 Kind regards
- 2 I am writing with reference
- 3 I look forward to hearing from you in the near future.
- 4 I would like to know
- 5 I am very interested in

p. WB6

1 Suggested Answers

To: All teachers
From: Sharon Anderson, School Secretary
Date: 29th April 20...
Subject: Annual Summer Party

This year's annual summer party will take place in the school playground on Saturday 25th June from 6 pm-12 pm and is open to all teachers, students and their families.
We ask that teachers bring snacks, cakes and refreshments and volunteer to be responsible for various activities such as organising the treasure hunt. We also need a DJ to play music.

p. WB7

1 Suggested Answers

This isn't an appropriate postcard because it doesn't use chatty language and there are no omissions of pronouns, articles or auxiliaries. The layout is like a letter and the style is semi-formal with full forms, advanced linkers and a formal ending. It is also too long for a postcard.

Hi Dora!
Greetings from Rome! I'm here on holiday with my family and I thought I'd drop you a line. Weather's fine. I'm sightseeing every day, shopping most afternoons and dining at excellent restaurants every night. It's great!
Love,
Irina

WORD FORMATION KEY

1 overload	17 promotion	33 penniless	49 counteract	65 traditional
2 unconscious	18 analysis	34 undercooked	50 employees	66 burglar
3 energetic	19 loyalty	35 risky	51 confusion	67 confident
4 jealousy	20 geographical	36 co-operate	52 creamy	68 supermarket
5 redo	21 impolite	37 interact	53 finalise	69 correspondent
6 pronunciation	22 occasional	38 transplant	54 lengthen	70 poisonous
7 prediction	23 immunity	39 anticlimax	55 insane	71 subjective
8 emptiness	24 misread	40 semicircle	56 non-smoking	72 venomous
9 extension	25 subtitles	41 assistant	57 inhabitants	73 shorten
10 advertisements	26 impossible	42 frequency	58 distinction	74 defiant
11 admiration	27 refusal	43 consciousness	59 childish	75 outclassed
12 prepay	28 liveable	44 drinkable	60 allowance	76 alphabetical
13 dishonest	29 indecisive	45 repetitive	61 introduction	77 abundance
14 gently	30 irresponsible	46 professional	62 workers	78 bifocal
15 deforest	31 illogical	47 excellence	63 violinist	79 multit talented
16 stressful	32 nonsense	48 sailor	64 enforce	80 educational

KEY WORD TRANSFORMATIONS KEY

1 not only his friends but	30 were in agreement	56 succeeded in getting the
2 Instead of walking	31 was more difficult than	57 suggest we call and book/ calling and booking
3 is said that	32 about/of having/getting his portrait painted	58 had fun on
4 no idea (that) you (had)	33 no intention of being	59 was allowed to go to
5 would rather play sports than	34 the best idea you can	60 not as noisy/loud as
6 prevented them from driving	35 you like me to bring	61 accused him of scratching her
7 full details/a full description	36 aren't supposed to talk	62 unlikely to be on time
8 is fluent in	37 accused him of eating/having eaten	63 regrets moving so far away
9 long have you been writing	38 allowed to buy	64 the end of the play
10 he is upset even though	39 has it been since they	65 have grown out of
11 not have been so rude	40 was unable to get	66 apologised for losing/having lost his
12 will be/go on sale	41 can't/won't have written	67 since Jenny last went to
13 for/out of fear of being	42 is likely to fly/will likely fly	68 foolish of him to be
14 book your tickets in advance	43 only person who didn't	69 couldn't put up with
15 no interest in	44 have bought so many	70 has been called off
16 bank was broken into	45 to me opening	71 object to me using
17 I were you, I would	46 in the hope of getting	72 think twice before telling/ about asking
18 used to do more exercise	47 takes four hours to fly	73 would rather he thought it
19 by studying hard will	48 had difficulty (in) reading	74 isn't allowed to
20 with a view to starting	49 isn't anybody who/that	75 on time due to/because of
21 on the point of taking	50 to be tasted to be	76 wondered whether she should
22 even though he broke	51 was taught the piano	77 no chance of making
23 been for the help of my tutor	52 you like me to	78 likely to finish
24 taken aback by his	53 the last time you went	79 is being built
25 was turned down by	54 were made to wait/kept waiting	80 not worth complaining
26 to stay/keep in shape	55 took them time to get	
27 to fall behind on/with		
28 is said to have		
29 took him ages to prepare		

Module 1

➤ Exercise 3 (p. 18)

Tim: I live in a large flat in the city. I live with two flatmates, Richard and Tony. The flat has six rooms, a kitchen, a bathroom, a living room and three bedrooms. My favourite room is the living room. The sofa is really comfortable! It's great living with Richard and Tony. We are good friends and we all share the household chores. I usually do the washing-up and take out the rubbish every day!

Sarah: I live with my family in a small town. It's really quiet there. Our house is quite small. Downstairs there's the kitchen and the living room and upstairs there are two bedrooms and a bathroom. We also have a beautiful big garden where our dog can play. Mum does most of the chores at home because I'm really busy studying for my exams at the moment. The only thing I have to do is make my bed and lay the table for dinner.

➤ Exercise 2 (p. 20)

- 1 **A:** Next, please.
B: Hello. Two stamps, please.
A: Certainly. Here you are. That's £1.20, please.
B: Here you are.
A: Thank you very much.
- 2 **A:** Hello, I'm here to visit my uncle, Mr James Smith. Which room is he in, please?
B: Just one moment ... he's in room 203. Go to the end of the corridor, turn right and it's the second room on the left.
A: OK, thank you.
- 3 **A:** Hello, can I help you?
B: Yes, I'd like to borrow these three books, please.
A: OK, can I have your library card, please?
B: Yes, here it is.
A: Thank you. You can keep them until the 15th.
B: Thank you, goodbye.
- 4 **A:** Hello, do you have any information about community classes and events?
B: Yes, we do. It's all here in this leaflet. You can take it.
A: Oh, thank you very much.
B: You're welcome.

➤ Exercise 2b (p. 23)

Sam: I live in a quiet street in a quiet neighbourhood. My house is a small traditional bungalow with two bedrooms and I am quite happy living here. My neighbours are the Jones's and we get along just fine. They're a nice couple with two kids. They moved in about two years ago and last year they extended their house to add an extra bedroom. They also put in central heating and a top of the range kitchen and a new bathroom. It looks fantastic and the house is worth a lot more than mine now even though they said their heating bills have gone up a lot. The kids are good kids but sometimes they're a bit too full of life and I wish they'd be a bit quieter.

➤ Exercise 3c (p. 23)

Today, on Student Radio Live, we ask overseas student, Emma Jones, how she likes living in London.

- A:** Emma, you're from New York and you're in London studying Geography at London University. Tell us what you think of London.
- B:** Oh, I love London! It's such an exciting city, and the shopping is great. Although I think the shops are much more expensive than in New York. I also love all the historic buildings. New York is full of ugly, modern buildings, so London is much more beautiful. The nightlife in London is really good, too. People say London's nightlife is not as good as New York's, but I disagree. I think London's is just as exciting.
- A:** Do you think London is a nice city to explore on foot?
- B:** Yes, very nice. I actually do a lot of walking around the streets of London. I often get lost, though, because the street signs aren't very good. But people are very helpful. They always take the time to stop and redirect me. The drivers are a different matter. In London they're just like the drivers in New York – they don't stop for pedestrians!
- A:** And what's your opinion of Londoners? Do you find them friendly?
- B:** Londoners are very friendly, yes. But so are the people in New York – so there's not a big difference there. Londoners are more polite than New Yorkers though. And they aren't in as much of a hurry! They always wait their turn at the bank or post office, for example. Londoners also respect rules and obey signs in public places more than New Yorkers.
- A:** What do you think of the transport in London?
- B:** Well, I really like the Underground. I know people complain that it's slow and say the tickets are expensive, but I disagree. London buses are good, too. They're clean and modern. But I don't use them much because the journeys take such a long time. I prefer the taxi drivers here to the ones in New York. They aren't as rude, and they always know where they are going!
- A:** Do you like the housing in London?
- B:** Yes. The flats aren't as modern as the ones in New York, but they are much bigger and I really like that. Neighbours seem to be more relaxed in London, too. When I am in New York, my neighbours always complain about my loud music. But people in flats here seem to be much more relaxed about noise.

Module 2

➤ Exercise 2 (p. 25)

Tim: I really like meat like chicken and beef but I don't like cheese or milk. Oh, and I hate cabbage! It's horrible!

Julie: I love fruit, especially cherries! I also like eggs and cheese but I can't stand tuna – yuck!

➤ Exercise 5a (p. 29)

Julie: Let's check what I need for the dinner party tonight. Could you look in the fridge please, Tom?

Tom: Sure. Well, there isn't much here. Should I make a shopping list?

Julie: Yes, please. Is there any chicken?

Tom: No. How much do you need?

Julie: 2 kilos.

Tom: OK. Do you need any eggs?

Julie: No, I don't need any eggs, but I do need a kilo of cheese.

Tom: What about crisps?

Julie: Oh yes, write down 3 bags.

Tom: OK. And what about cola? There's only a little in the fridge.

Julie: Let's get 2 bottles.

Tom: Alright. There's a carton of apple juice here, too. Do we need any more?

Julie: No, I think 1 carton is OK.

Tom: So what else? Do you need any rice?

Julie: Just buy one bag. There's one bag in the cupboard.

Tom: OK, so is that everything?

Julie: I think so ... oh! Don't forget to buy lots of sausages! Get 20!

Tom: OK, then. I'll go to the supermarket. See you in half an hour!

➤ Exercise 3 (p. 36)

Maria: So Frank, did you see *Chef Jeff* on TV last night?

Frank: Oh, I love Chef Jeff, but I missed it last night. How was it?

Maria: It was great! He is so entertaining. Last night, he went to a steakhouse restaurant in a small town somewhere in Texas.

Frank: A steakhouse? But they only serve steak there, right?

Maria: Not exactly! They specialise in steak, but they also serve other dishes.

Frank: Oh, all right.

Maria: Anyway ... it was awful! The kitchen was really dirty and the cooks were terrible. I mean I love beef but I would never eat their steaks. It was scary! Customers sent back several dishes because the meat wasn't cooked ... and one customer even found a hair in his food.

Frank: No way!

Maria: I'm serious! Chef Jeff shouted at them all the time. He closed the restaurant down for two days and told them to clean it properly. Then, he taught them how to cook from the beginning.

Frank: I love it when he does that.

Maria: Yeah, so do I.

Frank: Do you remember when he had to teach a chef from Spain how to make paella?

Maria: Yeah! That episode was so funny. Listen to this though! Last night he threw away all the meat because it was bad. He bought fresh meat and showed them how to cook it. Imagine a steakhouse where they don't know how to cook steak!

Frank: Unbelievable!

➤ Exercise 2c (p. 41)

Presenter: Hello and welcome, everyone! In our quiz today we have a panel of three contestants. They will each answer

five questions on the topic of shopping. Each correct answer scores one point. If a contestant answers incorrectly, the other two contestants get a chance to answer the question. A fifty-pound shopping voucher goes to the contestant who can answer all of their five questions correctly. Our first contestant is Sharon. Good morning, Sharon.

Contestant: Hello. I'm a little bit nervous.

Presenter: Don't worry, you'll be fine. Right, first question. Sharon, could you tell me whether the tomato is a fruit or a vegetable?

Contestant: Ooh, that's a tricky one, but I know the answer. I remember I was told by my cookery teacher at school that the tomato is actually a fruit.

Presenter: You're absolutely right, Sharon! On to the next question. Do you know who the very first pair of denim jeans was made by?

Contestant: I really don't know, so I suppose I'll have to guess. The only make of jeans that I can think of is Levi's, so I'll say Levi Strauss.

Presenter: Good guess. You've answered two out of two correctly so far. Sharon, do you know what the letters CD are short for? Take your time, because the rules say that I have to take your first answer.

Contestant: I've only ever heard them called CDs. I think I'm going to have to make another guess. Okay, it's some sort of disc, I know that. Wait, ... compact disc!

Presenter: That's right! Now, listen carefully, Sharon. I want you to tell me three different ways that eggs are cooked.

Contestant: That's easy. Boiled, scrambled and fried.

Presenter: Just one more right answer and that fifty-pound shopping voucher will be yours. The first supermarket in America was owned by a man called Michael Kullen. When did his first King Kullen store that we all now know so well, open for business? Was it in 1920, 1930 or 1940?

Contestant: Umm, I'll say ... 1930?

Presenter: We have a winner! Well done, Sharon. Now, stay on the line to tell Mary your address and we'll send you your prize straight away.

Contestant: Ooh, thank you so much. Bye!

Presenter: Our next contestant is ... (fade)

➤ Exercise 3b (p. 41)

My parents like to cook so I mostly eat at home with my family. We have dinner together every evening and a large Sunday lunch. On weekdays in the evenings my mum or dad usually cooks something simple but nutritious like pasta or rice with some vegetables and either some chicken or frozen fish and we have a yoghurt or some fruit for dessert. At the weekend we usually have larger meals with maybe potatoes and other vegetables with fresh fish or roasted meat, and a nice sauce. My mum also bakes cakes most weekends so we have cake and custard or cream for dessert. We eat out at a restaurant or fast food once or twice a month and we usually go for pizza actually. I think I eat quite well and mostly healthy food. I eat three times a day and get lots of fresh fruit and vegetables. I love to have a big breakfast in the morning before going to school. I usually have cereal with milk and some toast with honey. My parents don't really allow me to eat too many sweets or fast food so I think my diet is healthy.

Module 3

➤ Exercise 2 (p. 46)

Presenter: Hello and welcome to *That's Ancient History!* – the quiz show that tests how much you know about long long ago. On tonight's show, our contestants are Rob Talbot and Moira Bell. The first question goes to Rob. Rob, which empire did Genghis Khan start? Was it the Ottoman Empire, the Persian Empire or the Mongol Empire?

Rob: That's easy. It was the Mongol Empire.

Presenter: Yes, it was. Well done! Now, Moira, according to legend, what did Manco Cápac do? Did he start the Inca Empire, discover South America or build many Mayan temples?

Moira: Err... I know he didn't discover South America. Did he start the Inca Empire?

Presenter: Yes, he did, Moira. Rob, Marco Polo set out along the Silk Road in 1271. When did he return home? Was it 5 years later, 12 years later or 24 years later?

Rob: Er... I think it was 12.

Presenter: Sorry Rob, it was a lot longer than that. He didn't return until 24 years later! Back to you, Moira ... according to many poets and historians, how did Cleopatra die? Did she eat some poisoned food, did a poisonous snake bite her or did she stab herself?

Moira: Oh, I know that! She died after a poisonous snake bit her.

Presenter: Correct! Rob, who famously said "I came, I saw, I conquered." after one victory in Asia Minor? Was it Julius Caesar, Genghis Khan or Tutankhamen?

Rob: Oh, that's easy. It was Julius Caesar.

Presenter: Yes, it was, Rob. Moira, if you get the next question correct, you're tonight's winner! Are you ready?

Moira: I think so.

Presenter: OK, then. How old was Alexander the Great when he died? Was he 76, 49 or 32?

Moira: I know he wasn't old, so ... was he 32?

Presenter: Yes, he was! Congratulations, Moira! You win a leather-bound atlas of the ancient world and I'll see you next week on *That's Ancient History!*

➤ Exercise 3 (p. 54)

Interviewer: Anna Richards is a fourteen-year-old student who recently visited the Florence Nightingale Museum. Anna, tell us why you went there.

Anna: Well, I was doing a project about Florence Nightingale at school. I found information on the Internet about her life. But then, a friend told me there was a museum dedicated to her life and work. That's not all! The museum is really close to my house, so I knew I had to go.

Interviewer: Did anyone go with you?

Anna: Yes. When I told my dad that I wanted to go, he decided to take me there. He was really happy that I wanted to learn more about such an important hero. He also thought it would help me with my school project.

Interviewer: What kind of things did you see at the museum?

Anna: Well, Florence Nightingale was known as the "Lady with the Lamp". That's because she was famous for carrying a lamp as she helped soldiers in the Crimean

War. The museum has the lantern she used in the war in its collection. That was amazing to see. There are over two thousand items in the collection. It even has her pet owl, Athena, on display.

Interviewer: That sounds really interesting! Did you learn anything interesting about her life?

Anna: Yes. There was a lot of information about her work. She dedicated her life to helping people in need. But she was also responsible for improving standards of nursing and making hospitals better places. She was a remarkable lady. She was responsible for improvements in the training of nurses. She campaigned all her life for a better health system.

Interviewer: So Florence Nightingale's life was completely dedicated to nursing, wasn't it?

Anna: It really was. I bought some things from the museum shop at the end of the day. One of the items I bought was a mug with a famous quotation from Florence Nightingale. It reads, "The first thought I can remember, and the last, was nursing work." I think that shows just how important nursing was to her.

Interviewer: Did the museum visit help you with your school project?

Anna: Oh yes. It really helped. I already had lots to write about but the museum gave me even more information. I bought some postcards from the museum shop and I used them to make the project more colourful. My teacher was delighted with the work I put into the project. She gave me an 'A'.

➤ Exercise 4a (p. 55)

Albert Einstein was a world-famous scientist, philosopher and physicist. He was born on 14th March, 1879 in the city of Ulm, which later became part of Germany.

As a child, he grew up in Munich. He attended Luitpold Grammar School where he was a quiet student interested in Science and Mathematics. He also enjoyed playing his violin. When he was 15, he left school and went with his family to Milan. His ambition was to become a Maths or Physics teacher. He graduated from high school in Switzerland and finished his university studies in Zurich in 1900.

In 1901, Einstein, now in his early twenties, couldn't find a teaching position. Instead, he got a job as a technical assistant in the Swiss Patent Office. In his spare time, he worked on maths problems, and in 1905 he published some of his famous scientific theories. Included was the well-known 'Special Theory of Relativity'. During the 1920s, he received many different honors. He accepted the Nobel Prize for Physics in 1921. Throughout his life, he published over 400 scientific works and gave lectures in Europe and America.

Albert Einstein died on 18th April, 1955. He was 76 years old. His name and face are still famous all over the world, and many people believe he was the greatest genius of the 20th century and perhaps of all time.

➤ Exercise 1b (p. 58)

Reporter: You're listening to Newsday and I'm standing outside the First Nation Bank on York Road, where a robbery took place earlier today. I'm here with Inspector George Young of the local police. Inspector Young, what happened?

Insp Young: A man entered the bank at 1 pm. He was carrying a knife. He walked up to a female cashier and asked for money. When she said no, he threatened her with the knife. She then gave him an amount of money in a green bag.

Reporter: How much money did he steal?

Insp Young: Around £5,000.

Reporter: And then what happened?

Insp Young: The man ran out of the bank towards the city centre. A police officer saw him run into the train station, and we were hoping to arrest him there, but he ran too fast. We think he got away through the station and into the park behind it.

Reporter: And you're looking for people who saw him?

Insp Young: Yes. The robber is about 5ft 10in tall and slim. He was wearing blue jeans, a black T-shirt, a black woolly hat and dark sunglasses. Please contact the police if you have any information.

Reporter: Thank you, Insp Young. Now, Mary Robinson, you were standing in the queue at the bank when the robbery happened. What did you see?

Mary Robinson: Well, it was lunchtime and the bank was crowded. I was waiting my turn to see the cashier who was involved. There weren't many people in front of me, so I saw everything. The man walked past me very fast. He was holding up the knife. People were very frightened when they saw the knife. They were screaming and trying to run outside, but I wasn't scared. In fact, I felt quite calm. I wanted to help the cashier, so I called the police on my mobile phone. They got here very fast, too.

Reporter: Thank you, Mrs Robinson.

Module 4

➤ Exercise 2 (p. 61)

Sarah: Every summer, all my friends go on beach holidays with their families, but my family always goes camping! It's fun. We stay in a really nice campsite in the country and take nice long walks, but this summer we're all thinking of doing something different. My parents are hoping to go on a cruise and I really want to go on an activity holiday with my friends. I can't wait!

➤ Exercise 2b (p. 72)

Speaker 1

I was so angry with the airline. I couldn't believe it when my suitcase didn't appear with everyone else's when I got off the plane! It was awful. I didn't have my clothes, my toothbrush or anything when I arrived at the hotel. I waited 2 days to get my luggage back!

Speaker 2

My summer holiday was terrible last year. I planned everything. I bought a new bathing suit and sandals and new clothes. I just wanted to have a relaxing holiday and sunbathe on a beautiful beach. But it was cold and it rained every day! We stayed inside and played games – for two weeks!

Speaker 3

We had a great holiday, but then on the last day someone stole my wallet on a crowded bus! It had

everything in it; all my money, my credit card and even photos of my family. I spent the whole afternoon at the police station after that. It was awful.

Speaker 4

Can you believe the rudeness? First we had to wait for three hours because our room wasn't ready. Then when we finally got our room ... it was really dirty. We told the manager, but she didn't do anything. We definitely won't stay there again!

➤ Exercise 4a & b (p. 77)

Welcome to Travellers' Tales, the show where people share their holiday experiences. We spoke to four people about what went wrong on their holidays last year and what they'll do differently this year.

Speaker 1

Last year we toured Switzerland by car. We drove through historic towns and villages and saw some amazing scenery. But we didn't service our car before we left home, which was a big mistake. It broke down in the middle of nowhere and we spent a cold night in the car. We're touring Poland for our holiday this year, and we're definitely going to service the car before we go!

Speaker 2

I'm going to England in July for a walking holiday. The last time I went hiking in the UK, my friend and I ended up in the wrong place again and again. It's hard to read a map in the rain! This time we're going to go on an organised trip, with someone else leading the walks. We'll also take more warm clothes than last time. The weather on the English moors can be cold even in the middle of summer.

Speaker 3

I'm going to Italy this autumn to see Rome. The weather is so different from England and the old buildings are just wonderful! If you like ancient architecture, it's a must. Last year, I got lost in the back streets taking photos. Unfortunately, I soon filled up the memory card on my camera. It cost a fortune to buy a new one in the tourist area, so I'm going to get a couple of cheap memory cards for my camera before I go this time.

Speaker 4

My friends and I love sailing and this year we're hiring a boat in the Scottish highlands, just like last year. But this time we're going in June. Last year, we went in September and we all caught colds. Hopefully, we'll get drier conditions this year. I'll definitely swim if it's sunny. We're going to camp because it's not as expensive as a hotel. But, if the forecast is bad, I'll book a room somewhere before we leave.

Module 5

➤ Exercise 2 (p. 79)

Speaker 1

Many animals are in danger of disappearing forever. Sometimes this is because people cut down too many trees in the forests where the animals live. The giant panda of China, for example, doesn't have enough

forest land to live on. Today, there are only about 1600 of them left in the wild.

Speaker 2

The temperature of the Earth has become a lot higher in the last hundred years. Scientists say that the problem mostly comes from factory gases and that this is causing big changes in the weather.

Speaker 3

Studies show that more and more ordinary people are losing their homes. People are even sleeping in their cars or in tents because homeless shelters already have too many people in them.

➤ Exercise 8a (p. 81)

Peter: Oh, hi Mum. It's Peter!

Mum: Oh, Peter! How are you? How was your first day with the team?

Peter: Oh, it's been fine, Mum. I can't believe my eyes though. The hurricane has destroyed so many houses and a lot of people are injured.

Mum: Yes, I've seen the pictures on TV. It's awful. So what did you do today?

Peter: Well, we've been really busy. We've helped to clear some roads because a lot of trees have fallen on them. It was really difficult. We've brought lots of supplies in, too, like medical supplies and food.

Mum: Have you helped any of the injured people?

Peter: No, actually there are other teams of medical workers and they are doing that. We want to collect some money in the next town to help the people of the village, too, but we didn't have time today. I think we're going to do that tomorrow.

Mum: Well, stay safe, Peter. And make sure you take lots of photos!

Peter: Actually, I've taken lots of photos today already, Mum. I'll show you them when I get back. I have to go now, Mum.

Mum: OK, bye!

Peter: Bye! I'll call you again in a few days.

➤ Exercise 6 (p. 87)

Mark: We were in India. We went for a walk in the forest one morning. Then, suddenly, there was a very loud roar. It was a huge tiger and he was really near! Luckily, our guide was really calm. "Don't move or say anything!" he told us. I could hear my heart beating loudly inside me! After a few seconds, the tiger just walked away. It was really scary, I can tell you! Whew!

Holly: I took part in a conservation project at the beach last summer. We collected litter in big plastic bags. Anyway, at the end of the afternoon, I saw a dead sea bird caught in a fishing net! I couldn't believe it! It was just awful to see something like that! I couldn't forget that scene for a long time afterwards ...

Jess: I've never seen anything like it. I was on San Cristobal, one of the Galapagos Islands. I went diving with a group and as soon as I was under the water, I couldn't

believe my eyes! The water was really clear and the fish were amazing. They were so colourful – it was like a rainbow under the sea. Best of all were the sea lions – they actually swam with us for a while. It was incredible!

➤ Exercise 3 (p. 90)

Yuri: Judy, I'm just filling in my application form for the eco-camp. I want to apply to be a counsellor this summer. It's all in English, of course. Can you give me a hand?

Judy: Sure. I can write the information for you if you like. OK, let's see ... first, they want your full name. That's Yuri Azarov, right? How do you spell your surname again?

Yuri: It's A-Z-A-R-O-V.

Judy: OK, that's done. How old are you?

Yuri: I'm seventeen.

Judy: Right. And you're from Russia, of course ...

Yuri: Yes, and my email address is Yuri.az@zmail.com.

Judy: Got it. OK, now they need your phone number.

Yuri: OK. It's 213-746-2254.

Judy: Can you say that again?

Yuri: Sure. 213-746-2254.

Judy: OK, that's great. Now, you have to tick the box for the camp you want to go to. Which one is it, 16th to 31st July or 2nd to 16th August?

Yuri: Tick the August one.

Judy: Fine. Now, what about previous experience? Have you done any of the things here on the list before?

Yuri: Sure. I've organised activities for kids. I did that at another summer camp last year. Oh, and I taught sports there, too. I taught the kids volleyball. I haven't had a first-aid course, though.

Judy: OK, well I think we've finished then. You can send the form now.

Yuri: Thanks so much, Judy!

Judy: You're welcome.

➤ Exercise 1 (p. 94)

Announcer: Paramedic Sean Rigby talks about what he does in a typical week at work.

Sean: I don't think of myself as a hero just because I save people's lives. I just think I'm doing what I've been trained to do. And I really enjoy my job despite the long hours.

I work with a crewmate, Ben. We see a lot of each other because we work 12 hours a day. I see more of him than my wife. When we are on duty, we take turns driving the ambulance. It is very difficult to get through the London traffic quickly in an emergency without causing any accidents!

Most of our work is routine. A lot of people who call for an ambulance don't need to go to hospital at all. But you don't know that for certain until you get there. We also get called out a lot to help old people who have fallen over in their homes and can't pull themselves back up again. They're not usually hurt, but some of them could have been lying on the floor for hours.

You have to be able to cope with the stress in this job, especially when there is an emergency. Last week, we

had to transfer a patient to another hospital. He was critically ill and he could have died. Thankfully, we got him there safely.

I think we do a lot of good and I wouldn't want to do any other job.

➤ Exercise 4b (p. 95)

Both posters advertise a plant-a-tree day. Poster A shows someone actually planting a tree, whereas Poster B has images of cartoon trees. Both posters include the date and the time but Poster A includes the day and the street name. Poster B on the other hand, has the name of the school but not the address. Both the posters tell people they need to bring gloves. However, the slogan in Poster A, 'bring your gloves' reads like an instruction whereas the slogan in Poster B, 'Get your gloves and join us' sounds like an invitation.

I would choose Poster B because it is brighter and more eye-catching and it mentions the name of the school and invites people to join in.

Module 6

➤ Exercise 2 (p. 104)

- A** **A:** Hi. Can I help you?
B: Yes, please. I'd like a box of chocolate truffles.
A: What flavour would you like? We've got almond, praline or caramel.
B: Ooh! a selection please.
- B** **A:** Can you recommend something for my sore throat?
B: Certainly. We have syrup or lozenges.
A: I'd prefer syrup.
B: Then this one is very good and doesn't make you drowsy.
- C** **A:** Hi. Can I have 200 grammes of sliced salami, please.
B: Coming right up. Would you like anything else?
A: Yes. Do you have any stilton?
B: Yes, we have three varieties: plain, blue and with fruit added.
- D** **A:** Hi. I'm looking for a pair of silver earrings for my girlfriend.
B: OK. Well, we have a number of different styles. Here we are.
A: They look nice. How much are they?
B: They're £15.

➤ Exercise 2a (p. 108)

Speaker 1

It was fantastic. The fort was huge and the guide told us all about its history. I was fascinated. I could imagine soldiers over the centuries fighting the different battles that have taken place here on the battlements throughout history.

Speaker 2

You should definitely go to the science centre. We went last week and it was incredible. I think we need to go

seven days in a row to see all the things we missed. You can try all sorts of different equipment and find out how everything works.

Speaker 3

The temple was beautiful. There were amazing statues inside and around 300 steps to get to the top of the dome. It was very tiring, especially in the heat, but it was worth it for the panorama.

Speaker 4

I absolutely recommend the natural history museum. It is the best museum I have ever been to. There were complete dinosaur skeletons and fossils that were amazing to see. I was so engrossed in the exhibits that I didn't even notice the time passing. By the time I had made my way around the whole museum, it was very late in the afternoon.

Speaker 5

The archaeological site was amazing and well-worth the long queues to get in. The site itself is very big and as most of the ruins are roped off it takes a while to walk around. I understand why they have to keep the numbers of visitors under control because otherwise you wouldn't be able to see everything easily.

➤ Exercise 3 (p. 113)

Welcome on board this sightseeing tour bus. Please note that it's a hop-on, hop-off service, and your tickets are valid for 24 hours, so you can see the city at your leisure. As we leave Central Square, which has been a popular meeting place for centuries, we'll pass the city's best-known shopping street, Commercial Road. It's a great place to buy souvenirs of your trip. If you don't want to get off the bus just yet, don't worry. There'll be plenty more shopping opportunities later on the route. And there's late-night shopping in all the city's shopping areas every Thursday. Our first stop is the Roman fort. Show your bus ticket to get 20% off admission to the fort and its museum. There are guided tours every day at 9 am, noon and 3 pm. We're now climbing City Road towards the city hall, which is well known for its Victorian architecture. Perhaps these days it's better-known as a venue for pop concerts! The city council moved out of the building in 1972. From the top of City Road, you can admire the views of the mountains to the east and the sea to the west. If you'd like to visit the coast while you're here, you can take the metro from Central Square. Then you might like to take a ferry to the Fern Islands to spot some wildlife. Our next stop is a beauty spot right in the heart of the city. In Green Park you can go boating on the lake or even sunbathe in hot weather! The Green Park area is also well-known for its lively nightlife. This is very much the playground of the city.

Evaluations

Formative Evaluation Chart

Name of game/activity:

Aim of game/activity:

Module: Unit: Course:

Students' names:		Mark and comments
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
21		
22		
23		
24		
25		

Evaluation criteria: c (green) w (yellow) n (red)

Cumulative Evaluation

Student's Self-Assessment Forms

CODE

**** Excellent

*** Very Good

** OK

* Not Very Good

Student's Self-Assessment Form

Module 1

Go through Module 1 and find examples of the following. Use the code to evaluate yourself.

• describe places	
• identify True/False statements	
• buy a ticket	
• complete sentences based on a text	
• talk about survival	
• guess meaning of new words through context	
• talk about types of housing	
• compare places in my country	
• talk about home and chores	
• make requests	
• talk about public services & facilities	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write about a journey to my country that is interesting for tourists	
• write a list of survival tips	
• write an email describing my home	
• write an informal email of advice	
• write a note	

CODE			
**** Excellent	*** Very Good	** OK	* Not Very Good

Student's Self-Assessment Form

Module 2

Go through Module 2 and find examples of the following. Use the code to evaluate yourself.

• talk about food & drinks	
• talk about containers/partitives	
• talk about eating places in the UK	
• order food in a café	
• complete a gapped text	
• match headings to paragraphs	
• identify True/False statements	
• talk about healthy/unhealthy food/drinks	
• give instructions how to make a dish	
• work with multiple-choice questions	
• give a talk	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write a text describing a food festival	
• write sentences about my eating habits	
• write short texts about places to eat out in my country	
• write sentences describing a healthy meal	
• write an email about my favourite dish	
• write a notice	

CODE

**** Excellent

*** Very Good

** OK

* Not Very Good

Student's Self-Assessment Form

Module 3

Go through Module 3 and find examples of the following. Use the code to evaluate yourself.

• talk about famous people & their achievements	
• ask wh-questions	
• complete a summary	
• discuss past activities	
• talk about legendary creatures	
• expand my vocabulary in English	
• talk about crime	
• do a multiple-choice reading task	
• talk about jobs & nationalities	
• read dates	
• use linking words to connect parts of a sentence	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write a quiz about famous historical figures	
• write a short text about a traditional celebration in my country	
• write a short story about a legendary creature in my country	
• write a biography of a famous person	
• write a text about a famous explorer	
• write a formal letter including a biography	

CODE			
**** Excellent	*** Very Good	** OK	* Not Very Good

Student's Self-Assessment Form

Module 4

Go through Module 4 and find examples of the following. Use the code to evaluate yourself.

• talk about types of holidays & holiday experiences	
• talk about holiday plans	
• work with multiple matching reading tasks	
• complete sentences based on a text	
• talk about real, possible or imaginary situations	
• ask for information over the phone	
• work with multiple-choice texts	
• match headings to paragraphs	
• talk about holiday problems	
• talk about holidays	
• match speakers to what they say	
• complete a gapped text selecting appropriate words	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write about a perfect activity holiday	
• write about a place of natural beauty in my country	
• write a short email about a visit I am going to make	
• write a letter about my holiday	
• write ways to be a responsible camper	
• write a paragraph about a ski resort	

CODE			
**** Excellent	*** Very Good	** OK	* Not Very Good

Student's Self-Assessment Form

Module 5

Go through Module 5 and find examples of the following. Use the code to evaluate yourself.

• talk about world problems & social problems	
• talk about natural disasters	
• identify True/False/Not Stated statements	
• complete a gapped text with appropriate sentences	
• talk about a charity event	
• ask for & offer help	
• talk about threats to animal species	
• talk about injuries	
• work with a multiple-choice gapped text	
• express wishes/regrets	
• talk about activities at an eco-camp	
• fill out a form	
• make suggestions/express preferences	
• proofread a piece of writing	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write a short diary entry about a disaster	
• write an interview	
• write a paragraph comparing a charity event in my country to Red Rose Day	
• write a few sentences giving reasons why I would go on a working holiday	
• write an email giving news	
• write a short text about an ocean	
• write a memo	

CODE			
**** Excellent	*** Very Good	** OK	* Not Very Good

Student's Self-Assessment Form

Module 6

Go through Module 6 and find examples of the following. Use the code to evaluate yourself.

• talk about types of art	
• talk about materials	
• expand newspaper headlines	
• talk about roadside attractions	
• identify True/False/Not stated statements	
• talk about a cultural festival	
• post a parcel	
• talk about shops & products	
• work with multiple-choice reading tasks	
• create my own mall	
• talk about types of music & musical instruments	
• work with gapped texts	
• report someone's actual words	
• talk about places of cultural interest	
• express preferences	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write a short description of a discovery	
• write a paragraph about a building/monument in my country	
• write a text about a cultural festival in my country	
• write an informal email suggesting a place to visit	
• write about a style of art	
• write a postcard	

Progress Report Cards

Progress Report Card

..... (name) can:		Module 1	
	very well	OK	not very well
describe places			
identify True/False statements			
buy a ticket			
complete sentences based on a text			
talk about survival			
guess meaning of new words through context			
talk about types of housing			
compare places in their country			
talk about home and chores			
make requests			
talk about public services & facilities			
write about a journey to their country that is interesting for tourists			
write a list of survival tips			
write an email describing their home			
write an informal email of advice			
write a note			

Progress Report Card

..... (name) can:	Module 2		
	very well	OK	not very well
talk about food & drinks			
talk about containers/partitives			
talk about eating places in the UK			
order food in a café			
complete a gapped text			
match headings to paragraphs			
identify True/False statements			
talk about healthy/unhealthy food/drinks			
give instructions how to make a dish			
work with multiple-choice questions			
give a talk			
write a text describing a food festival			
write sentences about their eating habits			
write short texts about places to eat out in their country			
write sentences describing a healthy meal			
write an email about their favourite dish			
write a notice			

Progress Report Card

..... (name) can:	Module 3		
	very well	OK	not very well
talk about famous people & their achievements			
ask wh-questions			
complete a summary			
discuss past activities			
talk about legendary creatures			
expand their vocabulary in English			
talk about crime			
do a multiple-choice reading task			
talk about jobs & nationalities			
read dates			
use linking words to connect parts of a sentence			
write a quiz about famous historical figures			
write a short text about a traditional celebration in their country			
write a short story about a legendary creature in their country			
write a biography of a famous person			
write a text about a famous explorer			
write a formal letter including a biography			

Progress Report Card

..... (name) can:	Module 4		
	very well	OK	not very well
talk about types of holidays & holiday experiences			
talk about holiday plans			
work with multiple matching reading tasks			
complete sentences based on a text			
talk about real, possible or imaginary situations			
ask for information over the phone			
work with multiple-choice texts			
match headings to paragraphs			
talk about holiday problems			
talk about holidays			
match speakers to what they say			
complete a gapped text selecting appropriate words			
write about a perfect activity holiday			
write about a place of natural beauty in their country			
write a short email about a visit they are going to make			
write a letter about their holiday			
write ways to be a responsible camper			

Progress Report Card

..... (name) can:	Module 5		
	very well	OK	not very well
talk about world problems & social problems			
talk about natural disasters			
identify True/False/Not stated statements			
complete a gapped text with appropriate sentences			
talk about a charity event			
ask for & offer help			
talk about threats to animal species			
talk about injuries			
work with a multiple-choice gapped text			
express wishes/regrets			
talk about activities at an eco-camp			
fill out a form			
make suggestions/express preferences			
proofread a piece of writing			
write a short diary entry about a disaster			
write an interview			
write a paragraph comparing a charity event in their country to Red Rose Day			
write a few sentences giving reasons why they would go on a working holiday			
write an email giving news			
write a short text about an ocean			
write a memo			

Progress Report Card

..... (name) can:	Module 6		
	very well	OK	not very well
talk about types of art			
talk about materials			
expand newspaper headlines			
talk about roadside attractions			
identify True/False/Not stated statements			
talk about a cultural festival			
post a parcel			
talk about shops & products			
work with multiple-choice reading tasks			
create their own mall			
talk about types of music & musical instruments			
work with gapped texts			
report someone's actual words			
talk about places of cultural interest			
express preferences			
write a short description of a discovery			
write a paragraph about a building/monument in their country			
write a text about a cultural festival in their country			
write an informal email suggesting a place to visit			
write about a style of art			
write a postcard			

Module 1

1a

- 1 1 B 3 F 5 A 7 G
2 D 4 H 6 E 8 C
- 1 traffic light 5 road sign
2 tunnel 6 bridge
3 pavement 7 bus lane
4 zebra crossing 8 level crossing
- 2 1 E 2 C 3 D 4 B 5 A
1 channel hop 4 video footage
2 bad driving 5 oncoming traffic
3 reality shows
- 3 1 along 4 down 7 over
2 past 5 into 8 across
3 on 6 through

1b

- 1 1 C 3 H 5 B 7 A
2 F 4 E 6 G 8 D
- 1 latest fashions 4 food outlets
2 weights room 5 must have
3 relaxed atmosphere accessory
- 2 1 cater 3 offer
2 track down 4 treat
- 3 1 b 3 c 5 f 7 a
2 g 4 e 6 d 8 h
- 4 1 Is Steven playing, is studying
2 do you go, exercise
3 needs, Does she want
4 am looking, Do you know, think
5 Do you play, am going
6 cleans, understand
7 cooks, is visiting
- 5 1 am writing 6 is standing
2 are staying 7 is sliding
3 have 8 are having
4 spend 9 love
5 am sitting 10 don't want

1c, d

- 1 1 steep 3 season 5 spectacular
2 coastline 4 skyscrapers
- 2 a) 1 ferry 4 car
2 tube/underground 5 coach
3 aeroplane/plane 6 bicycle/bike
- b) 1 bike 4 coach
2 plane 5 ferry
3 car 6 tube/underground

- 3 1 Enjoy yourselves.
2 Just to go or to come back also?
3 What would you like?
4 When do you want to go?
5 Here's the money.

- 4 1 b 2 b 3 a 4 a 5 b

5 Suggested Answer

A: Can I help you?
B: I'd like a ticket to York, please.
A: Single or return?
B: Single.
A: What time would you like to leave?
B: I'd like to take the 13:30 bus.
A: That's £15, please.
B: Here you are.
A: Have a nice day.
B: Thanks, you too.

1e

- 1 1 C 2 A 3 E 4 B 5 D
- 1 get lost
2 get stung by bugs
3 get stuck in mud
4 get caught in a flash flood
5 get a snakebite
- 2 1 escape 3 reptiles
2 poisonous 4 shakes
- 3 1 **You mustn't** fish in this area.
2 **You can** see poisonous snakes in the swamp.
3 **You don't have to** sleep in a tent at night.
4 **You can't/mustn't** feed the animals.
5 **You have to** wear protective boots.
6 **Can I** borrow your insect repellent?
7 **You must** stay on the path.
- 4 a) 1 F 3 F 5 F 7 T
2 T 4 F 6 T

b) Suggested Answer

Yes, I want to visit Uluru-Kata Tjuta National Park and take part in the different types of activities the centre offers. I would also like to climb Uluru as well as walk around the bottom of the rock. I believe it's a place of great beauty and I would love to have the chance to visit it.

1f

- 1 1 VILLA 5 SEMI-DETACHED
2 BLOCK OF FLATS 6 PENTHOUSE
3 BUNGALOW 7 TOWNHOUSE
4 DETACHED HOUSE 8 COTTAGE
- 2 1 crowded 3 dirty 5 cheap
2 exciting 4 dangerous 6 noisy

- 3 1 very 3 much 5 very
2 much 4 much

- 4 1 colder 7 the largest
2 the driest 8 older
3 more crowded 9 big
4 warmer 10 the longest
5 worse 11 deeper
6 the highest 12 the smallest

1g

- 1 1 f 3 g 5 b 7 c
2 a 4 d 6 e
- A mop the floor D take out the rubbish
B make the bed E Hoover the carpet
C dust the furniture F iron the clothes

- 2 1 neighbourhood 4 room
2 appliances 5 furniture
3 upstairs

- 3 1 T 2 T 3 F 4 F 5 T

- 4 1 b 2 a 3 a

1h

- 1 A 3 B 1 C 2

- 2 **Advice** **Expected Result**
1 talk with your flatmate make him realise
that he can't keep
playing video games
2 suggest that you he can play video
share the TV/ games in his room
he buys a new one
3 invite him to go out everything should
be fine

- 3 1 shouldn't 3 should 5 should
2 should 4 shouldn't

- 4 1 b 2 a 3 d 4 c

5 Suggested Answer

Hi Sarah,
I'm sorry to hear that your flatmate has got a dog
and a cat as pets and they fight all the time. I
think I can help you.

The best thing you can do is ask your flatmate to
separate the two animals. This way, they can't fight.
Also, I think you should suggest that she train the dog
so it is more obedient. What's more, you could ask
your flatmate to get some animal toys. These can keep
both pets busy so they don't damage the furniture.

I really hope my advice helps. Write back and tell
me what happens.

Judith

1i

- 1 1 post office 5 hospital
2 petrol station 6 library
3 bank 7 community centre
4 police station

- A 6 B 5 C 3 D 2

- 2 1 for 2 on 3 in 4 for 5 in

- 3 1 citizen 3 public
2 obey 4 volunteers

Notions & Functions

- 1 b 3 b 5 b 7 b 9 a
2 b 4 a 6 b 8 a 10 b

Language & Grammar Review

- 1 A 7 B 13 A 19 C 25 C
2 B 8 A 14 B 20 A 26 A
3 B 9 C 15 A 21 A 27 C
4 C 10 C 16 B 22 B 28 A
5 A 11 C 17 A 23 C 29 A
6 B 12 B 18 B 24 B 30 C

Reading Task

- 1 D 3 E 5 G 7 A
2 F 4 I 6 B 8 C

Module 2

2a

- 1 **Dairy products:** butter, yoghurt, cheese
Drinks: lemonade, coffee, tea
Fruit & Vegetables: cabbage, cherries, lemon,
celery, broccoli, strawberries, beans
Meat & Poultry: beef, chicken, lamb
Fish & Seafood: salmon, tuna, trout, prawns
Other: pasta, rice, cereal, bread, eggs

- 2 1 seaside 3 creations 5 floats
2 fireworks 4 celebrate

- 3 1 C 2 E 3 B 4 A 5 D
1 attracts visitors 4 watch parades
2 run wild 5 buy local products
3 design, statues

- 4 1 some 7 any, some 13 a
2 some 8 some 14 an
3 a 9 any 15 any
4 any 10 some 16 an
5 some 11 any
6 some 12 any, some

2b

- 1 1 F 2 A 3 E 4 C 5 B 6 D

WORKBOOK KEY

- 1 junk food
- 2 fizzy drinks
- 3 bakery section
- 4 minced beef
- 5 dairy products
- 6 drinks aisle

- 2 1 box 3 bar 5 bunch 7 jar
- 2 tin 4 tub 6 loaf

- 3 **Countable:** sweets, banana, egg, apple, tomato, biscuit

Uncountable: sugar, milk, butter, flour, bread, cheese, chicken, rice, chocolate

- 4 1 many, few 5 any, many
- 2 much, a little 6 too much, too much
- 3 no, some 7 a lot of, a little
- 4 a few, some 8 many, many

- 5 1 loaves, bread 5 bottles
- 2 packet, pasta 6 fruit
- 3 box, cereal 7 bars, chocolate
- 4 pots, yoghurt

2c,d

- 1 1 B 3 A 5 D 7 F
- 2 H 4 E 6 C 8 G
- 1 ethnic cuisine 5 hot snack
- 2 deep fried fish 6 multi-cultural society
- 3 cashew nuts 7 baked goods
- 4 side dish 8 mushy peas
- 2 1 grab 2 serves 3 suit 4 chooses

- 3 1 Are you ready to order?
- 2 What about you?
- 3 Would you like any side orders?
- 4 What would you like to drink?
- 5 Is that all?

4 Suggested Answer

Waitress: Good afternoon. Are you ready to order?

Paul: Yes, we are. I'd like a spicy chicken sandwich, please.

Waitress: Of course! What about you?

Alice: Can I have a roast beef sandwich, please?

Waitress: No problem. Would you like any side orders?

Paul: Yes, could we have some chips, please?

Waitress: Sure. What would you like to drink?

Paul: Some fruit juice for me, please.

Alice: And I'd like a lemonade. Thank you.

Waitress: That's a spicy chicken sandwich, a roast beef sandwich, chips, a fruit juice and a lemonade. Is that all?

Paul: Yes, that's all. Thank you.

2e

- 1 1 produce 3 popular 5 recipes 7 eating
- 2 system 4 obesity 6 celebrity 8 healthy

- 2 1 reduce 3 offers 5 tours
- 2 campaign 4 support

- 3 1 too crowded 4 big enough
- 2 too sweet 5 too spicy
- 3 too expensive 6 warm enough

- 4 a) 1 T 3 NS 5 F 7 T
- 2 F 4 T 6 F

- b) 1 Nuremburg, Germany.
- 2 on computer screens at their tables.
- 3 send emails from your touch screen.
- 4 a small amusement park.

2f

- 1 1 C 2 A 3 B 4 E 5 D
- 1 poached egg 4 salad dressing
- 2 olive oil 5 healthy food
- 3 chocolate bar

- 2 1 protect 3 contain 5 lower
- 2 enjoy 4 replace

- 3 1 cooking 5 doing 9 to become
- 2 drinking 6 run 10 waiting
- 3 Eating 7 trying
- 4 attending 8 going

- 4 1 going, 3 cooking, 5 to shop,
- 2 to order, Cooking to go
- 2 to make, 4 grilling, 6 to lay,
- have helping to do

- 5 1 missing 5 to tip 9 having
- 2 dieting 6 to do 10 to make
- 3 coming 7 to tell
- 4 to grab 8 eating

2g

1	G	R	I	L	L	P	C	J
	X	V	V	G	S	O	H	R
	B	P	E	E	L	U	O	U
	E	T	B	X	R	R	P	A
	A	G	O	I	A	F	R	Y
	T	J	I	H	R	X	W	K
	N	X	L	D	C	F	M	S
	S	L	I	C	E	A	M	L

- 1 GRILL 3 BEAT 5 CHOP 7 POUR
- 2 SLICE 4 BOIL 6 PEEL 8 FRY

- 2 1 Boil 3 Melt 5 add 7 Pour
- 2 stir 4 Beat 6 Mix

- 3 1 F 2 F 3 T 4 T 5 F

2h

- 1 1 Boil 3 chop 5 Add 7 serve
2 Peel 4 Melt 6 mix
- 2 1 T 3 T 5 T 7 T
2 T 4 F 6 F
- 3 1 sweet 3 salty 5 delicious
2 spicy 4 creamy

4 Suggested Answer

- Gemüsesuppe (Austrian Vegetable Soup)
- You need 200g cauliflower, 100g Brussels sprouts, 70g carrots, 30g celery, 90g leek, 100g green beans, 1.5 litres vegetable stock, 30g flour, salt.
- Peel and chop vegetables. Pour stock into pan, add salt and bring to the boil. Add vegetables and cook for 30 minutes or until soft. Remove vegetables. Melt butter in separate pan. Stir in flour. Mix vegetables in flour and butter mixture. Add mixture to soup and cook for 5 min.
- It serves 6 people.
- Serve with thick, crusty bread.

5 Suggested Answer

Gemüsesuppe (Vegetable Soup)

Ingredients (serves 6)

200g cauliflower	100g green beans
100g Brussels sprouts	1.5 ltr vegetable stock
70g carrots	30g butter
30g celery	30g flour
90g leek	salt

- Peel and chop the vegetables.
- Pour the stock into a pan, add the salt and bring to the boil.
- Add the vegetables and cook for 30 minutes or until soft.
- Remove the vegetables from the soup.
- Melt the butter in a separate pan.
- Stir the flour into the melted butter.
- Mix the vegetables in the butter and flour mixture.
- Add the mixture to the soup and cook for 5 minutes.
- Pour into bowls and serve with thick, crusty bread.

2i

- 1 Across Down
- 1 protects 1 protein
4 bones 2 carbohydrates
5 muscles 3 skin
6 system
- 2 1 fish 3 meat 5 calcium
2 energy 4 body

Notions & Functions

- 1 b 3 a 5 a 7 b 9 a
2 a 4 a 6 b 8 b 10 a

Language & Grammar Review

- 1 C 7 C 13 A 19 C 25 C
2 B 8 C 14 A 20 C 26 B
3 C 9 B 15 C 21 A 27 C
4 A 10 C 16 C 22 C 28 A
5 A 11 A 17 A 23 C 29 B
6 B 12 A 18 C 24 C 30 A

Reading Task

- 1 B 2 B 3 D 4 C 5 A 6 C

Module 3

3a

- 1 1 inventor 4 painter 7 sculptor
2 scientist 5 writer 8 philosopher
3 engineer 6 architect

I	T	E	E	T	T	G	E	T	A	H
R	N	E	N	G	I	N	E	E	R	I
T	R	C	I	E	S	O	U	P	C	S
T	R	T	R	N	T	I	N	O	H	C
P	R	G	I	R	R	N	R	I	I	U
I	I	R	I	R	T	V	A	N	T	L
P	P	A	I	N	T	E	R	S	E	P
E	I	T	T	O	A	N	U	I	C	T
N	S	C	I	E	N	T	I	S	T	O
P	H	I	L	O	S	O	P	H	E	R
S	W	R	I	T	E	R	I	T	T	N

- 2 1 sketched 4 constructed 7 painted
2 discovered 5 invented
3 survived 6 studied
- 3 1 finished 5 tried 9 walked
2 lived 6 died 10 created
3 watched 7 dropped
4 stopped 8 carried
- 4 1 She sailed a boat.
2 She didn't paint a picture.
3 She didn't visit a museum.
4 She surfed the Internet.
5 She played a musical instrument.
6 She tidied the house.

- 5 1 Did Claude Monet paint *Starry Night*?
No, he didn't. He painted *Water Lilies*.
2 Did Mozart and Beethoven design machines?
No, they didn't. They composed music.
3 Did Sir Alexander Fleming discover penicillin?
Yes, he did.
4 Did Thomas Edison study plants?
No, he didn't. He invented the light bulb.
5 Did the Wright brothers invent the first modern
airplane?
Yes, they did.

3b

- 1 1 Empire 4 conquered 7 pharaoh
2 armies 5 poisonous
3 legend 6 explorer
- 2 1 lived 5 had 9 asked
2 was 6 couldn't 10 managed
3 developed 7 cut
4 became 8 grew
- 3 1 Did Hercules live in Italy?
No, he didn't. He lived in Greece.
2 Did Hercules become big and strong?
Yes, he did.
3 Did Hercules have to kill Zeus?
No, he didn't. He had to kill the Hydra.
4 Did the Hydra have nine heads?
Yes, it did.
5 Did Hercules kill the Hydra by himself?
No, he didn't. He asked his nephew Iolaus to help him kill the Hydra.
- 4 1 Where 3 What 5 How many 7 Why
2 Who 4 How 6 When 8 Which

3c, d

- 1 a) 1 B 2 E 3 D 4 C 5 A
- b) **Suggested Answer**
1 It's never easy to **settle in** a new town.
2 The settlers found it difficult to **survive the** first **winter** in North America.
3 Native Americans **grew crops** such as corn.
4 The early settlers learnt how to fish and **hunt for food**.
5 They **had a feast** to celebrate the New Year.
- 2 1 Native 3 voyage 5 captain
2 harvest 4 tradition 6 celebrations
- 3 1 It was just an ordinary weekend.
2 Did you enjoy yourself?
3 I'm sure you had a great time.
4 I want to see that place.
- 4 1 It was great, thanks
2 Did you have a nice time
3 Yes, it was fantastic
4 Did you have a nice weekend
5 I didn't do anything special
- 5 **Suggested Answer**
A: Hi Beth! How was your weekend?
B: It was great, thanks. I went on a trip to Plimoth Plantation, a living history museum.
A: Oh, really? I'd love to go there, too. Did you have a nice time?

B: Yes, it was fantastic. First, we went on a tour of a Native American village and watched craft demonstrations and then we visited the gift shop and the visitor centre. What about you? Did you have a nice weekend?

A: Oh, I didn't do anything special. I just stayed home and studied for my exams.

3e

- 1 a) 1 E 3 F 5 B
2 C 4 A
- b) 1 Mexico City
2 legend
3 marry his daughter if he went to battle and came back alive
4 was sadness
5 Popocatépetl came back from war
6 from Popocatépetl's fire that still burns
- 2 1 giant 3 dragon 5 fairy
2 unicorn 4 mermaid
- 3 1 in 2 of, for 3 of

3f

- 1 1 vandalising 3 spray painted 5 burgle
2 arrest 4 break 6 rob
- 2 1 international 3 star 5 iron
2 maintenance 4 bulletproof 6 conflicting
- 3 1 caused 3 served 5 shot
2 admitted 4 committed
- 4 1 stole
2 was driving, stopped
3 sentenced
4 was talking, was riding
5 ran, heard
6 caught, was escaping
7 screamed, saw
- 5 1 were sleeping 7 saw 13 came
2 heard 8 was wearing 14 turned
3 jumped 9 was holding 15 realised
4 ran 10 attacked 16 was
5 didn't see 11 threw
6 walked 12 yelled

3g

- 1 **Across** **Down**
1 POP SINGER 1 PHYSICIST
4 PRESIDENT 2 NURSE
6 SCIENTIST 3 WRITER
5 ARTIST
- 2 1 seventeen ninety-three
2 nineteen oh eight/nineteen hundred and eight
3 nineteen forty-seven
4 two thousand and nine

- 5 eighteen oh two/eighteen hundred and two
6 nineteen fifty-nine

3 1 F 2 F 3 T 4 T 5 F

- 4 1 Who was Charles Dickens?
2 In Portsmouth, England.
3 When was he born?
4 In 1870.

3h

- 1 1 1732 4 1759
2 11 years old 5 5,000-acre
3 age of 21 6 1799

2	When/ Where born:	22nd February, 1732, in Virginia, USA
	Early years:	wealthy family, loved horses; going hunting with his father & exploring caves, his father died when he was 11
	Achievements/ Later years:	1753 – military career begins; 1759 – married Martha Dandridge Curtis; 1789 – became president; 1797 – left office & spent time farming
	When/ Where died:	14th December, 1799, in Virginia

- 3 1 also 3 so
2 because 4 and
- 4 1 on 4th August, 1901. 4 a teenager.
2 poor family. 5 moved to Chicago
3 stopped going to school 6 on 6th July, 1971.

5 (Suggested Answer)

Louis Armstrong was born on 4th August 1901, in New Orleans, USA.

Louis grew up in a poor family. He stopped going to school at the age of 11 and started singing and playing the cornet. When he was a teenager, he joined a band and played on riverboats on the Mississippi River.

In 1922, he moved to Chicago where he became a famous jazz musician and made 'scat' singing popular. He also toured around the world. In 1943 Louis moved to New York. There he had many hit records and appeared in many Hollywood films.

Louis Armstrong died in New York, on 6th July, 1971.

3i

- 1 a) 1 explorer 4 voyage 7 reached
2 route 5 supplies
3 spices 6 set sail
- b) 1 F 3 T 5 F 7 T
2 T 4 T 6 F

Notions & Functions

- 1 a 3 a 5 a 7 b 9 a
2 b 4 b 6 b 8 b 10 b

Language & Grammar Review

- 1 B 7 A 13 C 19 B 25 C
2 C 8 C 14 C 20 A 26 A
3 B 9 B 15 B 21 B 27 B
4 C 10 B 16 C 22 B 28 C
5 A 11 C 17 C 23 C 29 B
6 B 12 B 18 C 24 C 30 B

Reading Task

- 1 G 3 D 5 E 7 I
2 C 4 F 6 A 8 H

Module 4

4a

- 1 1 cruise 4 beach holiday
2 activity holiday 5 safari
3 camping holiday 6 backpacking holiday

- 2 1 activity holiday 4 rapids
2 outdoor activities 5 scuba dive
3 forest 6 archery field

- 3 a) 1 B 2 D 3 A 4 E 5 C

b) Suggested Answers

- 1 drive a quad bike
2 climb walls
3 I'd like to do archery because I think it would be interesting.
4 I'd love to play paintball because I think it would be fun.

- 4 1 will/'ll have P
2 will/'ll go I
3 will/'ll join O
4 will/'ll travel I
5 will/'ll take O
6 will not/won't come I

4b

- 1 1 E 3 A 5 F 7 B
2 D 4 G 6 C
- 2 1 tried local food 4 enjoy nature
2 sunbathed on the beach 5 take, photographs
3 shop for souvenirs 6 went sightseeing
- 3 1 will call 4 go 7 gets
2 leave 5 arrive
3 comes 6 will go
- 4 1 were 5 melts 9 had
2 drop 6 go 10 is
3 don't leave 7 saves
4 would take 8 would drive

5 1 A 2 A 3 B 4 C 5 A 6 C

4c, d

1 1 B 2 C 3 D 4 F 5 E 6 A

- | | |
|---------------------|-----------------|
| 1 square kilometres | 4 hiking trails |
| 2 huge volcano | 5 grizzly bears |
| 3 hot springs | 6 geyser erupts |

2 Suggested Answer

Yellowstone National Park is a great tourist attraction. Visitors can visit a number of hot springs and thermal pools. Nature lovers can hike through the deep canyon and see spectacular waterfalls. What's more, animal lovers can see wild animals such as grizzly bears, wolves and mountain lions.

- 3 1 can 3 opening
2 calling 4 anything
- 4 1 How can I help you?
2 How much does it cost to get in?
3 What is the best way to get there by car?
4 Enjoy your visit!

5 Suggested Answer

A: National Space Centre. How can I help you?
B: I'm calling for some information. How much does it cost to get in?
A: It's £13 for adults and £11 for children.
B: Could you also tell me the opening hours?
A: 10 am to 5 pm every day.
B: Just one more thing. What is the best way to get there by car?
A: Exit the A6 two miles north of Leicester City Centre, then follow the signs.
B: Thank you very much for your help.
A: You're welcome. Enjoy your visit!

4e

1 1 B 2 C 3 A

2 1 F 3 T 5 F 7 F
2 T 4 F 6 T

- 3 1 sculptures 4 local 7 flippers
2 cement 5 recognise 8 Pollution
3 encourage 6 creatures

- 4 1 Jack and I may go sightseeing this afternoon.
2 I might visit Mexico next summer.
3 It will probably be sunny this weekend.
4 Kevin could save up enough money to go on the adventure tour next year.
5 They might not go on holiday this year.
6 We'll definitely go to Mauritius next month.

4f

- 1 1 features 3 celebrates 5 constructed
2 experience 4 stay

2 1 clear 6 flea 10 seafood
2 World 7 cosy 11 interior
3 crystal 8 top 12 specialties
4 diverse 9 heart 13 stunning
5 fresh

- 3 1 -, -, a, an, a 5 the, - 9 -, -, a
2 the, an 6 the 10 the, a, -
3 - 7 -, a
4 -, the 8 the, -, a

- 4 1 where 3 who 5 which
2 which 4 whose 6 where

4g

- 1 1 sunburnt 4 weather
2 passport 5 food poisoning
3 airline, luggage 6 dirty, crowded

- 2 1 Hi! Are you enjoying yourself in Canada?
2 Yes, but you won't believe what happened!
3 Oh dear! That's terrible!

3 1 D 2 C 3 C 4 B 5 A

4h

- 1 1 It's from Teresa to Al. 3 Informal.
2 In Bali, Indonesia.

- 2 1 Para 2 3 Para 2 5 Para 3
2 Para 4 4 Para 1

3 1 C 2 O 3 C 4 O 5 O 6 C

- 4 1 awful 3 crowded 5 interesting
2 delicious 4 beautiful

5 Suggested Answer

Para 1: How's your summer going?/In Maui, Hawaii./At a five-star hotel./Hot and sunny.

Para 2: went to the beach/going on a dinner cruise

Para 3: going to swim with dolphins/go horse riding

Para 4: Well. I'm off now. I'm going shopping for souvenirs.

6 Suggested Answer

Dear Jack,
How's your summer going? I'm having a great time here in the island of Maui, Hawaii. We're staying in a five-star hotel near the beach. The weather is fantastic. It's hot and sunny every day! Yesterday, we went to the beach. I got a nice suntan. Later today, we are going on a dinner cruise and there'll be live entertainment, too. I think it'll be great!
Tomorrow, we're going to swim with dolphins at the Sea Life Park. Can you imagine that? We're also going to go horse riding. You know how much I love horses! I can't wait!

Well, I'm off now. I'm going shopping for souvenirs!
See you next weekend.
Love,
Shannon

4i

- 1 1 B 3 G 5 D 7 C
2 E 4 F 6 A
- 2 1 get 4 boil 7 build
2 Leave 5 spoil
3 protect 6 pour
- 3 1 dancing 3 exciting
2 amusing 4 reading

Notions & Functions

- 1 a 3 b 5 b 7 a 9 a
2 a 4 b 6 a 8 a 10 b

Language & Grammar Review

- 1 B 7 C 13 C 19 B 25 A
2 C 8 A 14 A 20 A 26 C
3 A 9 A 15 B 21 A 27 C
4 C 10 B 16 A 22 B 28 B
5 C 11 B 17 A 23 B 29 C
6 B 12 B 18 B 24 B 30 B

Reading Task

- 1 C 2 B 3 A 4 C 5 C 6 C

Module 5

5a

- 1 1 D 3 F 5 B 7 E
2 C 4 G 6 A
- 2 1 homeless people 5 natural disaster
2 medical supplies 6 global warming
3 forest fires 7 endangered animals
4 running water
- 3 1 drought 3 tsunami 5 suffers
2 earthquake 4 affected 6 rescue
- 4 1 seen 8 felt 15 eaten
2 bought 9 destroyed 16 lost
3 given 10 saved 17 offered
4 arrived 11 gone 18 taken
5 said 12 found 19 worked
6 told 13 been 20 visited
7 caused 14 had
- 5 1 Have you seen
2 hasn't been
3 hasn't packed
4 has spent
5 have never experienced
6 has lived, haven't seen
7 Have they rescued, have saved
8 Have you ever volunteered

5b

- 1 1 organised 4 best-selling 7 achieved
2 set out 5 stumbled
3 made it 6 raise

2 Across

- 1 FAILURE
5 CAUSE

Down

- 2 CAMPAIGN
3 HUNGER
4 ILLITERACY
6 POVERTY

We can see the word **hunger** in the picture.

- 3 1 Have you ever been, went
2 Have they ever flown, travelled
3 Has Sue sent, posted
4 printed, have raised
5 haven't seen, was
6 has been working
7 have you been waiting
8 has been volunteering

- 4 1 already 3 yet 5 just
2 since 4 never 6 for

5c, d

- 1 1 C 2 A 3 D 4 E 5 B
1 takes place 4 wear silly outfits
2 raise money 5 make donations
3 record songs

- 2 1 support 3 celebrities 5 laughter
2 famine 4 viewers 6 cause

- 3 1 What are you doing?
2 Actually, I've nearly finished.
3 Of course not!
4 What time?
5 OK, see you tomorrow.

4 (Suggested Answer)

Jane: Hi, Ben. What are you doing?
Ben: I'm putting up posters for the charity event tomorrow.
Jane: Oh, really? Can I give you a hand?
Ben: Actually, I've nearly finished. Jack and I are going to decorate the venue afterwards. Would you mind helping us with that?
Jane: Of course not!
Ben: That's wonderful. Oh, there's one more thing. Is there a chance you could come tomorrow to sell some tickets?
Jane: Yes, no problem. What time?
Ben: Around five would be great.
Jane: OK, see you tomorrow.

5e

1 1 C 2 A 3 D 4 B 5 A 6 B

- 2 1 To plant trees, raise awareness and protect the Earth.
 2 He realised how pollution and deforestation were destroying the natural landscape in many countries.
 3 South America.
 4 He wants to plant one-hundred million trees because that's the same number as the number of deaths that war has caused over the last hundred years.
 5 His wife and the people that Paul has inspired.

3 1 endangered 3 monitor 5 observation
 2 project 4 challenging

4 1 for 3 up 5 out
 2 down 4 by

5 1 bored 3 interesting 5 relaxing
 2 tired 4 excited

5f

1 1 raise 4 motivate 7 lead
 2 twisted 5 broke 8 bang
 3 reach 6 come true

2 1 pain 3 swollen 5 nasty
 2 sore 4 journey 6 footsteps

3 1 Did Shelly hurt was, had broken
 2 didn't look hadn't slept/didn't sleep
 3 happened had just finished, tripped
 4 Did you see had already seen, arrived
 5 did Tim do lost, hadn't played

4 1 would have played 6 get
 2 doesn't come 7 leaves
 3 would travel 8 wouldn't have banged
 4 had driven 9 would have won
 5 were 10 had entered

5 1 had 3 hadn't lent 5 hadn't lost
 2 had studied 4 were/was

5g

1 a) 1 G 3 D 5 A 7 B
 2 C 4 F 6 E

- b) 1 go on a nature hike
 2 collect rubbish for recycling
 3 plant trees
 4 cook on a barbecue

5 sit around a campfire
 6 sleep in wooden huts

2 1 b 2 a 3 b

3 1 F 2 C 3 D 4 A 5 B

5h

- 1 1 It's from Tony to Alex.
 2 He's in Thailand.
 3 To tell Alex about his work as a volunteer.

2 A 4 B 2 C 1 D 3

- 3 1 In Greece.
 2 Working as a volunteer for the Sea Turtle Protection Society.
 3 It patrols beaches, picks up rubbish, surveys & protects nests & eggs, gives information to tourists about turtles.
 4 Picked up some rubbish, patrolled a beach, given information to tourists.
 5 Yes. I get to help endangered animals and have fun at the same time.

4 (Suggested Answer)

Dear Charlie,
 Sorry I haven't written for so long but I've been really busy. I'm here in Greece working as a volunteer for the Sea Turtle Protection Society (ARCHELON). It's a charitable organisation and I really love it! ARCHELON protects sea turtles and their habitats. When I arrived here, they taught me all about surveying and protecting the turtles' nests and eggs. So far, I've picked up rubbish and patrolled a beach with some other volunteers. I've also given information to some tourists about turtles. It's hard work but it's enjoyable and I've made many friends from different parts of the world. It's nice to be able to help endangered animals and still have fun at the same time. I hope you're having fun this summer, too. Write back soon.
 Yours,
 Richard

5i

1 **Down** **Across**
 1 OCEANS 3 SEABIRD
 2 RAINFALL 4 POLLUTION
 5 FACTORY
 6 WHALE

2 1 supply 3 protect 5 survival
 2 reefs 4 covers

Notions & Functions

1 b 3 b 5 a 7 a 9 a
 2 b 4 b 6 b 8 b 10 a

Language & Grammar Review

- | | | | | |
|-----|------|------|------|------|
| 1 B | 7 A | 13 C | 19 C | 25 C |
| 2 C | 8 C | 14 B | 20 B | 26 C |
| 3 A | 9 A | 15 B | 21 C | 27 B |
| 4 B | 10 B | 16 B | 22 B | 28 B |
| 5 B | 11 A | 17 B | 23 A | 29 C |
| 6 C | 12 A | 18 A | 24 B | 30 A |

Reading Task

- 1 E 2 F 3 C 4 A 5 B

Module 6

6a

- | | | | |
|---|------------|--------------|------------|
| 1 | 1 sculpted | 4 built | 7 revealed |
| | 2 designed | 5 excavating | |
| | 3 painted | 6 modelled | |
-
- | | | | | |
|---|-----|-----|-----|-----|
| 2 | 1 C | 3 B | 5 D | 7 E |
| | 2 A | 4 F | 6 H | 8 G |
-
- | | | |
|---|------------------------|----------------------|
| 3 | 1 archaeological finds | 5 written language |
| | 2 facial expression | 6 burial site |
| | 3 elaborate tomb | 7 remain untouched |
| | 4 powerful emperor | 8 armoury of weapons |
-
- | | | | |
|---|---------------|----------|----------|
| 4 | 1 undisturbed | 4 spread | 7 builds |
| | 2 guard | 5 reign | 8 real |
| | 3 unique | 6 sights | |
-
- | | | | | |
|---|--------|--------|--------|--------|
| 5 | 1 are | 4 were | 7 have | 10 has |
| | 2 will | 5 have | 8 will | 11 can |
| | 3 is | 6 is | 9 was | 12 was |

6b

- 1 1 C 2 E 3 A 4 B 5 D
- 2 1 display 2 sweet 3 popular 4 local
- 3 1 brings/has brought 5 notice
 2 weighs 6 was carved
 3 is toured 7 pose
 4 were dazzled 8 transformed
- 4 1 An art gallery was destroyed by a fire last Friday.
 2 A fundraising event will be held tomorrow at city hall.
 3 The History Museum will be completed next week.
 4 The amusement park hasn't been renovated yet.
- 5 1 Have the walls been painted, will be painted
 2 was sculpted
 3 will be opened
 4 were amazed, have been collected
- 6 1 by 3 by 5 with
 2 with 4 by
- 7 1 Food must not be brought into the gallery (by visitors).

- 2 The portrait was drawn by John.
 3 A mural will be painted by a local artist.
 4 Famous paintings are displayed in the art gallery.
 5 The stolen artefacts have been recovered by the police.
 6 The *Mona Lisa* was painted by Leonardo da Vinci.
 7 Mary was invited to the art exhibition by Jack.
 8 Photos can be taken in the museum.

6c, d

- 1 1 C 3 B 5 D 7 F
 2 A 4 E 6 G
- 1 musical instrument 5 raise awareness
 2 return address 6 registered post
 3 unique bond 7 handmade souvenirs
 4 share knowledge
- 2 1 announced 3 constructed 5 hang
 2 lost 4 has survived 6 highlighted
- 3 1 in 3 by 5 for
 2 on 4 on 6 by
- 4 1 I'd like to post this parcel to Germany.
 2 Could you put it on the scales, please?
 3 How would you like to send it?
 4 I'll send it by registered post, please.
 5 So that's £4.20 then, please.
 6 You're welcome.

5 Suggested Answer

- A: Hello. Can I help you?
 B: Yes. I'd like to post this parcel to Holland.
 A: Could you put it on the scales, please?
 B: Sure.
 A: That's 240 grammes. How would you like to send it?
 B: What are the choices?
 A: Surface mail is £1.20, airmail is £2.70 and registered post is £4.10.
 B: I'll send it by registered post, please.
 A: So, that's £4.10, please.
 B: Here you are.
 A: Thank you very much.
 B: You're welcome.

6e

- 1 1 stroll 4 posed 7 steered
 2 serenaded 5 disturb 8 shimmered
 3 experience 6 inspired
- 2 1 of 3 to 5 at
 2 on 4 to 6 for
- 3 1 takes 4 living 7 indoor
 2 floating 5 exclusive 8 trip
 3 authentic 6 star
- 4 1 H 3 C 5 G 7 B
 2 D 4 F 6 A

6f

- 1 1 string 3 wind
2 percussion 4 brass
- 2 1 took 4 raise 7 escape
2 compose 5 received
3 affects 6 future
- 3 1 deep 3 nature 5 unique
2 demand 4 expected
- 4 1 She said she was going to the opera the following day.
2 He told us not to sing that song.
3 She told me she had already seen that film.
4 He asked if I/we liked classical music.
5 She told me not to turn on the radio.
6 She asked if she could borrow my pen.
7 She said (that) she would call me the following day.
8 He asked where the opera house was.
9 He told me to meet him at the concert hall.
10 He asked how much the album cost.

- 5 1 told 4 told 7 told 10 told
2 said 5 said 8 said
3 told 6 said 9 said

- 6 1 himself 3 myself 5 yourself
2 themselves 4 ourselves

6g

- 1 1 art gallery 5 palace
2 science centre 6 fort
3 archaeological site 7 natural history museum
4 ancient theatre 8 temple

- 2 1 didn't they 5 isn't it 9 aren't you
2 have you 6 doesn't she 10 isn't it
3 isn't he 7 aren't they 11 aren't they
4 won't we 8 hasn't she 12 will he

- 3 1 b 2 b 3 a 4 a

- 4 1 B 2 C 3 D 4 B 5 A

6h

- 1 A 2 B 4 C 1 D 3

- 2 1 D 2 B 3 A 4 C

- 3 1 beautiful 3 thick 5 most famous
2 impressive 4 simple

- 4 **Para 1:** Hi Mandy / How are you? / Niagara Falls / Ontario, Canada

- Para 2:** 3 Waterfalls / see view of the Falls from Skylon Tower / walk to Table Rock past the Falls

Para 3: highlight: Maid of the Mist boat trip / took boat up river past American Falls / sailed into mist at bottom of Canadian Falls / couldn't take photos because of water spray

Para 4: had great time / came close to power of nature

5 Suggested Answer

Hi Mandy,

How are you? I just came back from Niagara Falls in Ontario, Canada. I did a lot of fun things.

Niagara Falls actually has 3 waterfalls. You can climb the Skylon Tower where you get a great view of all three, or take a walk to Table Rock past the Falls.

The highlight was a trip on the Maid of the Mist. It's a boat that sails past the American Falls and then into the Canadian Falls. The water is so powerful that they give you plastic raincoats to stop you from getting wet. There was so much spray that I couldn't take any photographs!

I had a great time and came so close to the power of nature. You would love it there.

See you soon,
Andy

6i

- 1 1 portray 5 distorted 9 outraged
2 concentrated 6 influenced 10 reflect
3 combine 7 grew 11 set
4 created 8 capture

- 2 1 odd 3 strict 5 bright
2 world 4 touches

Notions & Functions

- 1 b 3 b 5 b 7 b 9 a
2 a 4 b 6 a 8 a 10 a

Language & Grammar Review

- 1 B 7 C 13 A 19 C 25 B
2 B 8 C 14 A 20 A 26 C
3 B 9 C 15 A 21 C 27 B
4 C 10 B 16 A 22 C 28 A
5 C 11 C 17 B 23 B 29 C
6 B 12 C 18 B 24 A 30 A

Reading Task

- 1 C 2 F 3 E 4 A 5 B

Grammar Bank 1

- 1 1 across 4 over 7 under
2 over 5 along
3 through 6 down, past
- 2 1 c 2 d 3 a 4 b 5 e 6 f
- 3 1 Does Mike always drive, catches
2 doesn't work
3 do polar bears live

- 4 Do you want, don't like
5 closes
6 studies, always passes
7 hopes, practises
8 want, go
- 4 1 are studying (an action happening now / a temporary situation)
2 are going (a fixed arrangement in the near future)
3 is mopping (an action happening now)
4 are moving (a fixed arrangement in the near future)
5 are you reading (an action happening now)
6 is looking for (a temporary situation)
- 5 2 A: Is Patrick returning the broken MP3 player to the shop on Saturday at 2:00 pm?
B: No, he isn't. He's returning the broken MP3 player to the shop on Friday at 2:00 pm.
3 A: Are Patrick and Chris going to the bowling alley on Friday at 2:00 pm?
B: No, they aren't. They're going to the bowling alley on Saturday at 3:00 pm.
4 A: Is Patrick going to pick up the clothes from the dry cleaner's on Saturday at 3:00 pm?
B: No, he isn't. He is going to pick up the clothes from the dry cleaner's on Friday at 5:00 pm.
5 A: Are Patrick and Jason going to watch the football game on Friday at 9:00 pm?
B: No, they aren't. They are going to watch the football game on Saturday at 9:00 pm.
- 6 1 does the train arrive 4 doesn't like
2 usually spend 5 isn't working
3 Are you doing 6 is doing
- 7 1 Q: What musical instrument does Alex play?
A: Alex plays the guitar.
2 Q: Is Mrs Cooper dusting the furniture right now?
A: No, she isn't. She's making the bed.
3 Q: What does Jake do every weekend?
A: He plays basketball.
4 Q: How are James and Lilly getting to work today?
A: They are getting to work by taxi.
- 8 1 don't believe 5 needs, helps
2 'm driving, do you want 6 shops, thinks
3 seems, Do you know
4 don't like, 're watching
- 9 1 need, am just playing
2 Does this motorbike belong, lets
3 Do you and Kenneth live, owns
4 Are you coming, are visiting
5 Do you hear, is making
6 Are you and Julia flying, hates, are taking
- 10 1 B 3 A 5 C 7 B
2 A 4 B 6 C
- 11 1 are spending 9 head
2 is blowing 10 stay
3 am sitting 11 prefer
4 am sending 12 meet up
5 usually take 13 don't like
6 are sleeping 14 think
7 love 15 serves
8 wake up 16 are you doing
- 12 1 c 3 b 5 h 7 a
2 g 4 f 6 d 8 e
- 13 1 c Could 4 d mustn't
2 e must 5 f can
3 a don't have to 6 b should
- 14 1 Can, can't, mustn't 6 have to
2 can't, shouldn't 7 Do we have to
3 Could 8 can
4 mustn't 9 can, can
5 Can 10 don't have to
- 15 1 mustn't 4 can/should
2 mustn't/shouldn't 5 should
3 must 6 can
- 16 1 Could I leave the lesson early?
2 You should carry some insect repellent when you trek through the jungle.
3 Pete can skate very well.
4 You don't have to dust the furniture every day.
5 We must make our beds every morning.
6 You mustn't park your car in a bus lane.
7 You shouldn't spend so much time playing video games.
- 17 1 George can't dance very well.
2 Can I sit here (please)?
3 You must stop at a red traffic light.
4 We mustn't keep pets in the block of flats where I live.
5 You should always use a zebra crossing when you want to cross the street.
6 You can take your bike on the London underground.
- 18 1 C 3 A 5 C 7 A
2 A 4 C 6 B 8 C
- 19 a) good, the best
noisier, the noisiest
cheap, the cheapest
little, less
fitter, the fittest
more, the most
tall, taller
crowded, the most crowded
more poisonous, the most poisonous
safe, safer

- b) 1 more crowded 6 the best
 2 more 7 fitter
 3 the noisiest 8 cheaper
 4 the most poisonous 9 taller
 5 less 10 the safest

- 20 1 the heaviest C 4 bigger A
 2 longer C 5 the least B
 3 the hottest B 6 more populated A

- 21 1 more enjoyable 5 the worst
 2 the most attractive 6 more painful
 3 friendly 7 fast
 4 messiest 8 more polite

- 22 1 the tallest 5 the shortest
 2 older 6 heaviest
 3 the most artistic 7 younger
 4 athletic 8 darker

Grammar Bank 2

- 1 1 some, a 4 any, no, a
 2 some, a, no, some 5 An, some, a
 3 some, a 6 any, some
- 2 1 loaves 3 packets 5 box 7 jars
 2 cans 4 tub 6 bars
- 3 1 a lot 5 a lot
 2 How much 6 How many, many
 3 How many
 4 How much, much
- 4 1 a little 3 few 5 a few
 2 little 4 little
- 5 1 B 2 A 3 C 4 A 5 C
- 6 1 enough eggs 5 ripe enough
 2 too expensive 6 too much
 3 too low 7 enough minced beef
 4 long enough
- 7 1 We have enough oranges to make three glasses of orange juice.
 2 He's strong enough to lift the suitcase.
 3 She's too ill to go to school.
 4 She cooks well enough to be a professional chef.
 5 The waiter is too busy to take our order at the moment.
- 8 1 it's too cold to go jogging
 2 Indian cuisine is too spicy
 3 the baby is too young to talk
 4 I've got enough money to buy a new motorbike
 5 my car is big enough to fit us all in
- 9 1 to see 5 cooking 9 going
 2 having 6 to help 10 add
 3 Exercising 7 stop
 4 help 8 trying

- 10 1 Having 5 to fit 9 shopping
 2 to make 6 dancing 10 calling
 3 consider 7 serving 11 to give
 4 deciding 8 eat 12 to throw

- 11 1 to buy 5 eating 9 asking
 2 mixing up 6 to turn 10 to open
 3 using 7 getting
 4 to say 8 talking

Grammar Bank 3

- 1 1 read, liked
 2 did da Vinci paint, began, finished
 3 heard, burgled, broke, got, stole
 4 Did you enjoy, didn't go
 5 was, Did you watch, started, fell, didn't see
- 2 1 Liam wasn't sleeping at midnight last night.
 2 Were you jogging in the park this morning?
 3 The thieves were running to escape while two policemen were chasing them.
 4 The students were doing a test yesterday at 10:00 am.
 5 Was Pete listening to music at 2 in the morning?
- 3 1 was trying, saw, called
 2 was singing, were listening
 3 didn't hear, was working
 4 cleared, did
 5 didn't email, wasn't working
- 4 2 How old was he when he began his singing career?
 3 What was the name of their group?
 4 Who produced *Off the Wall*?
 5 Which of his albums became the best-selling one of all times?
 6 Why did Michael Jackson die?
 7 How did people feel at the news of his death?
 8 How long did Michael Jackson's career last?

Grammar Bank 4

- 1 1 e 2 c 3 a 4 d 5 f 6 b
- 2 2 A: Is Tom going to arrange the accommodation?
 B: No, he isn't. Lyn is going to arrange the accommodation.
 3 A: Are Lyn and Tom going to buy a travel guide?
 B: No, they aren't. Ian is going to buy a travel guide.
 4 A: Is Ian going to pack the suitcases?
 B: No, he isn't. Lyn and Tom are going to pack the suitcases.
 5 A: Is Tom going to bring a camera?
 B: No, he isn't. Ian is going to bring a camera.
 6 A: Is Lyn going to exchange money at the bank?
 B: No, she isn't. Tom is going to exchange money at the bank.
- 3 1 'm going to take 4 will join
 2 will miss, is going to drive 5 will call
 3 am going to go

- 4 1 're leaving 2 's going to snow 3 'll send 4 isn't going to 5 'll take 6 won't find 5 I was twenty years old when I first travelled abroad. 6 He didn't tell us the reason why he asked us to move to another table.
- 5 1 while, was swimming 2 When will dinner be 3 as long as, want 4 ran into, as, was walking 5 after, finish 6 when, goes 7 the moment, reached 16 1 where B 2 which A 3 whose B 4 when B 5 which A 6 who A 7 where A
- 6 2 f If you mix red and yellow, you get orange. 3 a If a snake bites you, it hurts. 4 b If you don't have a ticket, they don't let you travel. 5 d If the temperature rises, snow melts. 6 e If you add sugar to tea, it tastes sweet.
- 7 2 If Laura goes to Rome, she will visit the Coliseum. 3 If we get a taxi to the airport, we will pay a lot of money. 4 If you stay in the sun a bit longer, you'll get sunburnt.
- 8 2 If I travelled to India, I would visit the Taj Mahal. 3 If I went on a cruise, I would sunbathe on the ship's deck all day. 4 If I went diving, I would take great underwater photos.
- 9 1 would see 2 will go 3 is 4 had 5 stay 6 will get 10 1 had 2 would take 3 knows 4 will appreciate 5 were 6 would book 7 like 8 will love 9 make 10 will cost/costs 11 1 may go 2 will probably come 3 could still be 4 will definitely try 5 might rain 12 1 an, -, the, a 2 a, the 3 a, a, -, - 4 -, the 5 the, a, the 6 an, the 7 -, -, a, the, an, the, the, the 13 1 a 2 - 3 a 4 a 5 - 6 an 7 the 8 the 9 the 10 - 11 the 12 the 13 a 14 the 15 The 16 - 17 an 18 the 19 the 20 an 14 1 which 2 why 3 where 4 which 5 whose 6 when 7 who 8 that 15 1 They chose a hotel room which had a view of the sea. 2 That's the beach where we spend most of our day. 3 The police caught the man who stole my passport. 4 Maui is an island whose beaches are very famous.
- Grammar Bank 5**
- 1 1 has made 2 has organised 3 Have ... put up 4 haven't cleared 5 has ... collected 2 1 have been 2 has gone 3 have gone 4 has been 3 1 already 2 ever 3 since 4 never 5 just 6 for 7 yet 4 1 have been waiting 2 has caught 3 has twisted 4 has been jogging 5 has caused 6 has been raining 5 1 burnt 2 has been trying 3 has cut 4 haven't seen 5 attended 6 have sold 6 1 interesting, interested 2 shocking, shocked 3 tiring, tired 4 thrilled, thrilling 5 frightened, frightening 7 1 left 2 has broken 3 haven't finished 4 had escaped 5 had 6 had ever trekked 8 2 If his dog hadn't led them to the missing man, the rescue workers wouldn't have found him. 3 If the famous singer hadn't broken his/her leg, he/she wouldn't have cancelled his/her concert. 4 If the local schoolchildren hadn't raised money, they wouldn't have paid for new flowers for Coburg Park 5 If the teens hadn't gone on a nature hike, they wouldn't have got lost in the forest. 9 1 wasn't going 2 had signed up 3 hadn't burnt 4 had 5 would stop 6 would apologise 10 1 C 2 C 3 A 4 B 5 A 6 B 7 C 8 B
- Grammar Bank 6**
- 1 1 was being washed 2 be sent 3 had been buried, was uncovered 4 is being displayed/ will be displayed 5 is held 6 is being served 7 has not been completed

- 2 1 will be delivered 5 be bought
2 was robbed 6 weren't invited
3 hasn't been released 7 are sold
4 had all been sold
- 3 1 was built 5 was opened
2 has been occupied 6 has been used
3 are organised 7 be visited
4 has been decorated/
is decorated
- 4 1 - 4 - 7 himself
2 yourself 5 herself
3 herself 6 ourselves
- 5 1 said 3 said 5 said 7 said
2 told 4 said 6 told 8 said
- 6 2 that they had been to London the previous year.
They had really enjoyed themselves going around
the sites. They wanted to go again that year.
3 that he couldn't go to Spain with his friends
that summer. They were leaving in July and his
holidays were in August. Perhaps, he would go
with them the following year.
- 7 2 would record
I'll record my own album next year.
3 hadn't bought
I haven't bought them yet.
4 hadn't come in
She didn't come in yesterday, either.
5 were leaving
We are leaving for Ireland tomorrow.
- 8 1 how he had become interested in archaeology.
2 She asked him what the best part of his job was.
3 She asked him if he could describe/to describe
his typical working day.
4 She asked him if/whether he had taken part in
many excavations.
5 She asked him what the most exciting thing
(that) he had uncovered was.
6 She asked him if/whether he got to travel a lot.
7 She asked him where he was planning to go next.
8 She asked him if he had any advice for those
wishing to have a career in archaeology.
- 9 2 He ordered them to leave that room immediately.
3 He begged us to go to his concert that night.
4 The post office worker asked Linda to put her
parcel on the scales.
5 The museum guide told the students not to
touch the exhibits.
6 Helen ordered George to get his feet off the table.
- 10 2 The doctor asked Mrs Miles how long she had
had those symptoms.
3 The doctor asked her when her last check-up
had been/was.
4 The doctor told her that they would need to
run some tests.

- 5 The doctor asked her if/whether she had any
allergies.
6 The doctor told her to lie down.

- 11 2 C asked him to bring me a selection of cold
meats.
3 H told him to be quiet.
4 A told her to get some eye drops from the
chemist's.
5 F asked John if he could help me move the sofa.
6 B told him that I would send it by airmail.
7 G asked her if she had bought the tickets.
8 E asked him who his favourite painter was.

- 12 1 doesn't she 3 will you 5 have you
2 wasn't it 4 hasn't he 6 won't we

- 13 1 i 3 b 5 f 7 g 9 j
2 d 4 c 6 h 8 e 10 a

- 14 2 faster, will you
3 paintings were amazing, weren't they
4 go to the beach, shall we
5 shirt looks nice, doesn't it

Further Practice

Listening

- 1 1 T 2 F 3 F 4 T 5 F
2 1 F 2 C 3 D 4 A 5 E
3 1 C 2 A 3 B 4 C 5 C

Reading

- 1 1 E 3 I 5 A 7 H
2 G 4 D 6 F 8 B
2 1 F 3 T 5 F 7 F
2 F 4 T 6 T
3 1 A 2 B 3 C 4 D 5 C 6 C

Revision Modules 1-6

Module 1

- A 1 B 3 C 5 C 7 C 9 A
2 C 4 B 6 D 8 B 10 C
- B 1 centre 3 road 5 insect
2 make 4 public
- C 1 B 3 B 5 B 7 B 9 B
2 A 4 C 6 C 8 A 10 B
- D 1 is studying 3 are playing 5 goes
2 don't understand 4 don't watch
- E 1 C 3 E 5 A 7 I
2 F 4 G 6 D 8 B

- F 1 I'd like a ticket to Manchester, please
2 Single or return
3 When do you want to go
4 That's £15, please
5 Have a nice day

- G 1 F 2 F 3 T 4 T 5 T

H Suggested Answer

Hi James,
I'm sorry to hear that your brother uses your computer to chat with his friends all the time. I think I can help you!
Why don't you talk to him about it? This way, you can tell him how you feel. You should explain to him that he can't use your computer all the time because you need it as well. I think you should each use it at different times of the day.
I really hope my advice helps! Write back and tell me what happens.
Alex

Module 2

- A 1 B 2 C 3 D 4 C 5 D 6 A 7 B 8 C 9 B 10 C

- B 1 show 2 run 3 spicy 4 menu 5 fast

- C 1 B 2 A 3 A 4 A 5 C 6 B 7 C 8 B 9 C 10 B

- D 1 to order 2 drink 3 eating 4 to buy 5 mixing

- E 1 A 2 C 3 B 4 C 5 D 6 D

- F 1 a 2 a 3 b 4 a 5 b 6 b

- G 1 F 2 T 3 F 4 T 5 F

H Suggested Answer

Hi Tom,
Great to hear from you! So you want to know about my favourite dish. Well, it's Spaghetti Carbonara, a classic Italian dish.
Spaghetti Carbonara is a dish with spaghetti, bacon, cream, eggs and cheese. It's very easy to make. First, boil the pasta for 7-10 minutes. Then, chop the bacon and fry it in a pan for a few minutes. When the pasta is cooked put it into the pan with the bacon and stir well. Next, mix the egg yolks, cream and parmesan cheese in a bowl and add to the pasta and bacon. Serve with a sprinkle of Parmesan cheese and a warm bread roll. It's a very tasty dish! Be sure to try it soon!
How about you? Do you have a favourite dish from another country?
Write soon,
David

Module 3

- A 1 C 2 D 3 C 4 D 5 A 6 A 7 B 8 C 9 D 10 B

- B 1 re-enactment 2 accurate 3 traditional 4 win 5 designed

- C 1 sailed 2 was performing 3 did the thief break into 4 was vandalising, caught 5 was taking, yelled 6 didn't invent 7 was sketching, was painting 8 led 9 Did Ken go 10 was shining, were singing

- D 1 B 2 C 3 A 4 A 5 B

- E 1 I 2 G 3 B 4 H 5 D 6 F 7 E 8 A

- F 1 How was your weekend 2 Did you have a good time 3 That sounds interesting 4 What about you 5 I didn't do anything special

- G 1 B 2 C 3 B 4 A 5 B

H Suggested Answer

Robert Burns was a famous Scottish poet. He was born in Alloway, Scotland on 25 January, 1759. Burns was the eldest of 7 children in a poor family. He had to work on the family farm and by the age of 15 he was its main worker.
He published his first collection of poems, *Poems, Chiefly in the Scottish Dialect*, in 1784 and moved to Edinburgh. While in Edinburgh, he started working with James Johnson and they wrote a collection of songs called *The Scots Musical Museum*. He published his last major work, *Tam O'Shanter*, in 1791.
Burns died on 21 July, 1796. He was only 37 years old but people still remember him more than 250 years later.

Module 4

- A 1 B 2 B 3 C 4 D 5 D 6 D 7 C 8 D 9 D 10 A

- B 1 fresh 2 view 3 peaceful 4 heart 5 tour

- C 1 A 2 C 3 B 4 B 5 C 6 B 7 B 8 B 9 B 10 C 11 C 12 B 13 C 14 C 15 C

- D 1 A 2 A 3 C 4 D 5 B 6 D

- E 1 b 2 b 3 b 4 a 5 b 6 b

- F 1 D 2 A 3 F 4 C 5 B

G Suggested Answer

Dear Lucy,
 How are you? Sorry it took so long to write back to you, but I was really busy with my exams. Next month we're going to our summer house by the sea. Guess what, my parents said you can come too! A couple of friends from school are coming as well. Do you remember Lilly and Chloe from last summer? We're planning to do lots of things every day. We're going to sunbathe on the beach, go swimming and snorkelling and we can even try scuba diving. It's going to be hot so bring light clothes, your swimsuit and your sunglasses. It's a good idea to bring a jacket, too, because it can get a bit chilly at night. Hope you can make it. Write back soon to let me know.
 Love,
 Louise

Module 5

A 1 B 3 B 5 A 7 C 9 C
 2 C 4 D 6 C 8 A 10 D

B 1 pain 3 sore 5 tsunami
 2 record 4 put up

C 1 B 4 A 7 B 10 B 13 A
 2 B 5 B 8 B 11 B 14 A
 3 A 6 B 9 C 12 C 15 A

D 1 F 3 F 5 F 7 T
 2 T 4 T 6 F

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

F 1 E 2 F 3 D 4 C 5 A

G Suggested Answer

Dear Kevin,
 How are things? I've been at Camp Green for ten days now and I really love it here!
 Camp Green is an eco-camp. I'm sure you think that all we do around here is recycling and nothing more, but that's not the case. Yesterday, we planted some trees and cleaned out a pond and last night we cooked on a barbecue and sat around a campfire. We all sang songs and had a wonderful time.
 The best part about this camp is that we help the environment and have fun at the same time. All the kids are really nice!
 I hope you're having a great summer, too. Write back when you get a chance.
 All the best,
 Emily

Module 6

A 1 D 3 D 5 B 7 B 9 A
 2 B 4 D 6 C 8 D 10 B

B 1 deep 3 unique 5 detail
 2 untouched 4 ground

C 1 C 4 A 7 C 10 C 13 C
 2 B 5 C 8 A 11 B 14 A
 3 C 6 B 9 B 12 B 15 B

D 1 F 2 E 3 A 4 B 5 D

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

F 1 C 2 B 3 B 4 A 5 C

G Suggested Answer

Hi Andrew!
 I hope you're well! I was so happy to hear you're coming to Budapest next month. I know how much you like going for walks in the country, so I think Margaret Island is the ideal place for you to visit.
 The island is in the middle of the Danube and it has a number of walking paths through its green spaces. It's a really beautiful place with medieval ruins, a small zoo, a Japanese garden and a musical fountain among other things. You won't have enough time to see it all in one day! I know you're going to love it!
 I'm really looking forward to seeing you.
 Take care,
 Zak

Module 1

➤ Exercise 3 (p. 9)

Josh: Where do you live, Vicky?

Vicky: I live in the centre of the city.

Josh: Do you live in a flat or a house?

Vicky: I live in a small one-bedroomed flat. I want a bigger place, but I don't have the money at the moment.

Josh: Do you live alone or have you got a flatmate?

Vicky: No, I live alone.

Josh: So, I guess you have to do all the chores yourself.

Vicky: Yes, but I don't mind hoovering the carpets or dusting the furniture. What I really hate doing is the washing-up and ironing the clothes.

Josh: I know what you mean. I hate doing chores.

Vicky: What about you? Do you live alone?

Josh: No, I live with my mum, dad, three brothers and two sisters all in the same house.

Vicky: Wow! How do you study with all those people in the house?

Josh: You're right. It's not easy with so many people. I close my bedroom door to get some peace and quiet.

Vicky: Do you have to do any chores?

Josh: Yes. Because there is so many of us, we each have our own chores to do. I have to take out the rubbish every day.

Vicky: Is that all? Lucky you!

Module 2

➤ Exercise 5 (p. 15)

Cindy: We need to do some shopping. Let's make a list.

Mike: OK. Well, we don't have any bread so let's get two loaves. That should be enough for a couple of days.

Cindy: OK. That's two loaves of bread! What else do we need?

Mike: We need some pasta.

Cindy: How much?

Mike: I think one packet is enough.

Cindy: Alright. Let's get a box of cereal, too.

Mike: Let's get three pots of yoghurt and a few bottles of cola, as well.

Cindy: Yes, then let's get some fruit and vegetables.

Mike: Good idea! We don't have many left. What else do we need?

Cindy: Nothing else, but why don't we have a treat and buy two bars of chocolate?

Mike: OK. Good idea.

Cindy: Right. Let's hurry before the store closes.

➤ Exercise 3 (p. 19)

Interviewer: Today on "Healthy Matters" I'm happy to have diet advisor to the stars, Jean Patterson, on the show. Welcome Jean.

Jean: Thanks, it's good to be here.

Interviewer: Jean, what do your celebrity clients want in a diet?

Jean: Well like most of us, they want to have a healthy diet. But the most important thing for many of my clients is a diet that gives them lots of energy as they have very busy lives. So, I design a meal plan that is high in energy.

Interviewer: How do you do that?

Jean: I plan diets with lots of fruits, like bananas. I include snacks like nuts and low-fat cheese and of course as many vegetables as possible. I avoid desserts high in sugar, but once or twice a week it's okay to have them.

Interviewer: I see. What about eating meat and food high in fat?

Jean: Well, most stars prefer low-fat diets as they need to watch their weight. Many of them eat very little meat. But it's not just what you eat that is important; it's also how you prepare your food. I always suggest grilling meat instead of frying. This reduces a lot of fat in a meal. Many stars prefer fish instead of meat and it's also a great source of protein.

Interviewer: Interesting. Jean, are there any secrets you can share with our listeners today to help them control their weight and stay healthy?

Jean: Certainly. Everyone knows that lots of water is good for you and makes you feel less hungry. But the trick is to eat many small meals throughout the day. Many of my clients eat this way and they never get too hungry and their bodies are always busy burning calories.

Interviewer: Great advice, thanks Jean.

Module 3

➤ Exercise 3 (p. 29)

Interviewer: Today on 'Science and Beyond' I welcome George Quarterton from the Science and Exploration Museum. Thanks for joining us, George.

George: You're welcome.

Interviewer: George, what do you do at the museum?

George: I'm the exhibit organiser. It's my job to organise the exhibits at the museum. I work with the museum's scientists to develop these exhibits.

Interviewer: I see. Tell us what exhibits are on display now at the museum?

George: Well, we have all our permanent exhibits. And I'm very excited to say that this month's scientist of the month is Albert Einstein. All month long, people can visit the museum and learn about Einstein and his work.

Interviewer: Great. Tell us a bit about Einstein.

George: Sure. As we all know Einstein was a great German physicist and his research was very important. Not only was Einstein a great scientist, he is a well-known person around the world. He represents intelligence and genius, however this was not always true for Einstein.

Interviewer: What do you mean?

George: As a child, Einstein was slow in learning to speak and read. He did poorly in school at first. Many of his teachers didn't think he was smart. This, however,

didn't last long as Einstein wrote his first research paper at 16 and showed great talent in Science and Maths. Of course, he went on to win the Nobel Prize in Physics.

Interviewer: Many people believe he helped invent the atomic bomb. Is this true?

George: Not at all. He wrote a letter to President Roosevelt of the USA about Germany's possible use of nuclear weapons in World War II, but he never participated in the creation of the bomb.

Interviewer: There is so much I did not know about Einstein.

George: Yes, he was a fascinating man. I invite you and your listeners to learn more about him at the museum this month.

Module 4

➤ Exercise 3 (p. 39)

Brenda: Hi Paul, it's Brenda! I'm just calling to tell you everything is fine here at the office and you don't have to worry about a thing. Are you having fun in Spain?

Paul: Hi, Brenda. Well, actually I'm not and it's turning out to be the worst holiday of my life!

Brenda: Really? Why, what happened?

Paul: Well, to start with we almost missed our flight because there was so much traffic on the way to the airport. Someone's car broke down and was blocking the motorway.

Brenda: Oh no!

Paul: Yes and then the airline lost our luggage, probably because we checked in late, so we had no clothes for the first couple of days. It was really hot, so we had to buy something light to wear.

Brenda: Really? That was unlucky.

Paul: And that's not all.

Brenda: Oh dear! What else happened?

Paul: Well, listen to this! When we got to the hotel, they somehow lost our reservation and gave us the only room available. It's so small.

Brenda: Oh no! That's terrible.

Paul: I know! We booked a suite with a sea view and now we're staying in a tiny room with a view of the street. Anyway, we decided to start enjoying our holiday despite the bad beginning so we went to the beach and swam in the sea.

Brenda: That sounds fine.

Paul: Yes, it was until I got badly sunburnt!

Brenda: Are you serious?

Paul: Yes, it was awful.

Brenda: Well, at least someone didn't steal your passport or your money.

Paul: Yes, I guess things could be worse.

Brenda: Definitely. Just try to enjoy what's left of it and have fun.

Paul: You're right. I think I'll go shopping for souvenirs now. Talk to you later. Bye!

Brenda: OK. Bye.

Module 5

➤ Exercise 3 (p. 49)

Speaker 1

I think that the biggest environmental problem is pollution. People are responsible for it. We all drive cars and their exhaust fumes pollute the air we breathe. But, I believe that factories are the main problem. They emit their waste into the air and the water. Often, these waste products and chemicals are harmful and cause the biggest problems.

Speaker 2

I've started doing small jobs in my community to help the environment. A group of us went to pick up rubbish last Saturday in the park. It was great. Lots of people came and it only took an hour! Also, the local school is setting up recycling bins so that everyone can help reduce waste. Sure there are lots of larger environmental problems around the world, but at least things around here are improving.

Speaker 3

My community is always organising 'save the world' events. I want to participate, but I work five days a week and have two children. By the time the weekend comes, I'm exhausted and I have no energy to help with environmental events. I try to recycle, which is good, and if I wasn't so busy I would help more.

Speaker 4

Many people still don't care enough about the environment. People say that they have no time or it's not their responsibility. But really, it's everyone's responsibility. It doesn't take long to collect rubbish and put it in a recycle bin or switch the lights off when you leave a room. People forget that all these small things help. If everyone does their part, we might reduce pollution and help the environment.

Speaker 5

I agree that the environment is very important but there aren't many ways to help without having to pay for it. Charities and other environmental organisations are always asking for donations. I would like to help more but I can't afford to donate money to help these organisations and other good causes.

Module 6

➤ Exercise 4 (p. 59)

No trip to Indonesia is complete without a visit to the largest Buddhist temple in the world, Borobudur. Located about 400 kilometres southeast of the main city of Jakarta on the island of Java, this enormous temple is visited every year by Buddhist monks and fascinated tourists from around the world. There is no written record of who built the temple or for what purpose and it remains to this day a mystery. It is estimated though, that Borobudur was built around 800 AD.

For centuries Borobudur was hidden under volcanic ash and jungle growth until it was discovered in 1814 by Sir Thomas Stamford Raffles, the British governor of the area. It was later restored and preserved by archaeologists. In 1985 the temple suffered damage due to a bomb attack. Soon after Borobudur was listed as a UNESCO World Heritage Site.

The Temple is designed in the shape of a pyramid with 9 levels or storeys. The walls are carved, starting from the bottom storey to the fifth storey, with scenes from the life of Buddha and his teachings. The scenes are carved in an art style originating from India. There are over 2,650 scenes and it's a 3 kilometre walk to view all of them. Borobudur had 504 statues of Buddha, although it's not possible to see them all as many are damaged or missing. It is recommended to take one of the stairways to the top of the temple to enjoy the spectacular views of both the temple below and the surrounding countryside. However, to make such a climb it is wise to visit Borobudur in the early morning before the afternoon heat begins.

It only takes one visit for tourists to fully appreciate what an impressive achievement Borobudur was for its time and how it now stands as a symbol of the Indonesian people and their history. Its exact beginnings may be a mystery, but its greatness is obvious at once.

Further Practice

➤ Part 1 p. 96

Brian: Hi, Patricia! What are you doing here?

Patricia: Oh, hi, Brian. I come to the sports centre every Saturday. I'm a fitness freak and this centre has got the best weights room in the city. Do you come here often?

Brian: No, I'm just here with my friend, Josh. He's swimming in the pool now. On Saturdays, I usually go to the ice rink in the city centre. You know, the one by the tunnel on Maple Street.

Patricia: No, I don't know where that one is, but my friend, Meg, goes to a rink on Tuesday nights. I think it's across the street from the bank on Elm Avenue.

Brian: Oh, yes. That skating rink is bigger and more modern than mine.

Patricia: So, why aren't you skating today?

Brian: I've got a problem with my foot. I can't skate today because it hurts. I have to be careful of what sports I do this week.

Patricia: I see. Could I go skating with you when your foot is better?

Brian: Well, can you skate?

Patricia: No, not very well – I'm only a beginner, but, hey, I'm not the worst skater in the world!

➤ Part 2 p. 96

Speaker 1

Every Friday night, my friends and I eat out at one of the nicest restaurants in our neighbourhood. The restaurant is never very crowded and the food is fantastic! The

waiters are extremely friendly and the service is quick. And the best part is the bill! The prices are very reasonable!

Speaker 2

I'm very careful of what I eat. My mum and dad say that I worry too much about the nutrients of certain foods. I don't think I do, I just prefer to eat healthy meals! I think that fried food is the worst thing that people can eat. I can't stand eating food my mum cooks in oil like fish and chips ... yuck! A big green salad is what I like best!

Speaker 3

I like eating foods I prepare in my kitchen at home. I go out to restaurants a few times a month, but I prefer staying in and cooking tasty dishes for my friends. Right now I'm making pizza! My friends Peter and Jake are watching me and they look very hungry!

Speaker 4

I eat all kinds of foods! I look forward to mealtimes and I always eat everything on my plate. My mum is a great cook and only buys healthy foods – fresh fruits and vegetables, low-fat dairy products, and the best red meat the supermarket sells. I think the only food I have to eat more of is seafood.

Speaker 5

One of my favourite things to do is eat out. When I have enough money, I love going to popular ethnic restaurants in the city centre. I think it's important to experience new tastes and unusual kinds of cuisine – it's boring going to the traditional cafés and chippies all the time.

➤ Part 3 p. 96

Interviewer: Good morning, and welcome to today's show. Just like every Monday morning at 9 am, today we're talking about conservation. And with us is Megan Holmes, who returned from Greece last Friday afternoon. Thanks for coming, Megan.

Megan: My pleasure. Thanks for having me.

Interviewer: So, why don't you tell us what you did in Greece?

Megan: Well, I'm a conservationist – my job is to monitor endangered species. And, as most of you know, there is a Greek Island called Zakynthos. What you might not be aware of, however, is that Loggerhead Sea Turtles go to this island to lay their eggs each summer.

Interviewer: I see. And is there a problem with that, Megan?

Megan: Yes, unfortunately, there are several problems with that. Firstly, Zakynthos is an island that is visited by many tourists each year. And they go to the island for the same reason as the turtles – the beaches.

Interviewer: I think I understand. Do the tourists scare the turtles?

Megan: Not exactly. What happens is that the turtles lay their eggs in holes in the sand. The tourists don't know that these holes, or eggs, are there and they step on them.

Interviewer: I see! Do they also damage the nests?

Megan: Yes, the tourists do it by accident but it still means that many baby turtles are lost each year.

Interviewer: How sad! You said that there were several problems, Megan.

Megan: Yes, the other problem is the rubbish that tourists leave behind. To a turtle, a plastic bag looks like food. The turtles eat the bags and die.

Interviewer: That's terrible!

Megan: Yes, and it's my job to tell people about what they are doing to the turtles. I explain to them that the turtles are endangered and try to get them involved ... try to get them to help.

Interviewer: Well, I certainly hope it works, Megan.

Megan: So do I.

Revision Modules 1-6

Module 1

> Exercise G, p. 104

Ian: Hi Nancy, what are you reading?

Nancy: Oh, hi Ian. I am just looking at a brochure for the new sports centre on Blackwell Street across the street from the train station. It opens today.

Ian: And how is it?

Nancy: It looks great. It's much bigger than the community sports centre next to our school. There is a huge swimming pool and a gym. They offer different exercise classes for every fitness level. You can play basketball and tennis there. There is an outdoor football pitch. And best of all, it's got a volleyball court.

Ian: Oh really. Do you play volleyball?

Nancy: No, but I really want to learn how to play. Some of my friends are in the volleyball team at school and it looks like fun. Oh look ... there's even a huge indoor ice rink!

Ian: Wow, that's amazing! I can't believe they have all these sports in one place.

Nancy: I know it's incredible! Do you fancy going with me at the weekend?

Ian: I don't know. I'm not very good at sports.

Nancy: That's not true. You're an excellent swimmer. We can check out the pool and then afterwards go to the ice rink. Besides, it says here that experienced players to absolute beginners are welcome for all sports. So, what do you say?

Ian: Sounds like fun. Sure, why not?

Module 2

> Exercise G, p. 107

Alex: Hi Jenny, what are you doing tonight? Do you fancy trying that new Indian restaurant near the cinema? I hear they serve traditional Indian dishes and desserts.

Jenny: Sounds good, Alex, but I don't really like spicy food. Do you mind going somewhere else?

Alex: No, not at all. What have you got in mind?

Jenny: What about Chinese? There's a great restaurant near my house. They have delicious sweet and sour pork.

Alex: Oh yes, I know the place. It looks really nice, but it's too expensive for me. How about going to Mario's? It's cheaper and the food is always delicious.

Jenny: No, I'm sick of Italian. We always go there. Let's go somewhere else.

Alex: Yes, but it has got the best lasagna in town.

Jenny: I know, it's my favourite food! I would prefer to go some place new like the fish and chip restaurant near the bakery. I hear the prices are reasonable and the fish is really fresh. Hmmm let me think ... what's the name?

Alex: Oh, do you mean Captain John's?

Jenny: Yes that's it! It's really popular. Everyone goes there. My friend Tracy works there. I'm sure we can get a table. What do you think?

Alex: Well I do love fish ... sure why not?

Jenny: Great! Is 7 o'clock OK?

Alex: Perfect, see you then.

Module 3

> Exercise G, p. 110

Interviewer: Today on "Heroes in History" we are focusing on one of the greatest leaders in history, Alexander the Great. With me, is ancient Greek historian Mathew Webber. Welcome to the show, Mr Webber.

Mathew Webber: Thank you. It's great to be here.

Interviewer: Often, when we talk about great people in history one of the first names that comes to our minds is Alexander the Great. What makes him so great?

Mathew Webber: Well, there are many great leaders and conquerors throughout history, such as Julius Caesar and Genghis Khan. What makes Alexander III of Macedonia so exceptional is how he expanded his kingdom and entirely changed the map of the ancient world in little more than a decade.

Interviewer: He was also, a very young king and ruler. By the age of 25, the young King of Macedonia was the ruler of Greece, Asia Minor, Egypt and Persia.

Mathew Webber: Yes, and at the time of his death at age 33, his empire stretched over three continents into India. He even had plans to expand into China, but his early death stopped him from accomplishing that.

Interviewer: Did Alexander die in battle?

Mathew Webber: Unlike most great military commanders, he did not. There are various opposing theories, but few facts about Alexander's death. Some say his opponents poisoned him. But, the most probable theory is he died from illness and fever.

Interviewer: How did Alexander keep his empire together?

Mathew Webber: Good question. Alexander commanded his army with such success that they never lost a battle. People feared and respected him. He united his empire

with trade and business and he introduced the Greek language and culture throughout his empire. One of Alexander's teachers as a boy was the philosopher Aristotle and he taught him all about the Classical Greek ideals. Alexander was determined to spread Greek culture and language throughout the world.

Interviewer: Well, he definitely accomplished that. That's all the time we have today. Thanks, Mr Webber, for joining us.

Mathew Webber: You're welcome.

Module 4

➤ Exercise F, p. 113

Speaker 1

Last summer, I visited Nice in the South of France. It's a lovely city, although I didn't see much of it. I spent most of my time sunbathing on the beach. I usually work really long hours and I go on holiday to have a rest! I don't want to run around visiting old monuments. I enjoy reading a good book in the sun!

Speaker 2

Last year, I went on holiday to Egypt. We stayed in a big hotel by the beach. My brother and my mum went to the beach every day. But my dad and I love history, so we visited loads of historical sites. We saw the Pyramids and the Sphinx and the Temple of Abu Simbel. It's hard to believe these places are from thousands of years ago.

Speaker 3

My favourite holiday ever was at a summer camp in Austria. It was in a very beautiful area, with lots of mountains and a large lake. But the best part was that we did a different activity every day. I tried canoeing, bungee jumping, climbing and mountain biking. At the end of the day I was always tired, but it was worth it!

Speaker 4

A few months ago I went to Barcelona with my friends. From the start of the trip things started to go wrong. First, the airline lost our luggage, then we got lost and couldn't find the hotel. When we finally arrived at the hotel, I realised that my passport was missing. It took ages to get a new one from the embassy. Barcelona's a fantastic city, but my trip there was the least relaxing holiday ever!

Speaker 5

My last holiday was in London, England. It's a great place to visit because there's so much to see and do there. I visited all the most famous landmarks, Buckingham Palace, the Tower of London and Big Ben. I brought my new camera and took loads of photos. I couldn't wait to show my friends back home!

Module 5

➤ Exercise F, p. 116

Speaker 1

Little did I know what was waiting for me when my volunteer team arrived at the village. It was a complete disaster. A powerful tsunami had hit the village just a couple of days before. Very few buildings were standing and there was no electricity or running water. I was in shock to see so much destruction. It was awful. Immediately, we set up tents with food and medical supplies for survivors. I was glad to help.

Speaker 2

I feel strongly about stopping child labour. I give a lot of my time to an organisation that works to create and enforce child labour laws in countries around the world. But more importantly, I spend a lot of time teaching people about the problem of child labour and what they can do to help stop it. It's very important to create awareness of the problem, so everyone will help.

Speaker 3

Often, many people just walk by homeless people in the street and pretend that they don't see them. I think that's terrible. The problem of homelessness is important. I'm determined to make a difference. I volunteer for a group called 'Homeless Reaction'. We want to raise enough money to build a shelter for the homeless in our community. We collect donations and put on various charity events. I'm sure that we will succeed to build the shelter one day.

Speaker 4

We are always hearing about air pollution and how cars and factories pollute the air we breathe, but what about the water? Our oceans and seas are full of rubbish and toxins that are killing sea creatures and coral reefs. Everyone worries about air pollution, but many forget that water pollution is just as serious. That's why I got involved with ocean clean-ups. This cause really needs our attention!

Speaker 5

I become angry when I hear that companies are clearing forests and cutting down trees. It's really sad that nobody seems to care. Deforestation has to stop. We have lost thousands of forests and rainforests around the world. It's so unnecessary. Many people, including myself, spend a lot of time planting trees, while others cut down thousands of acres of forest every day. When will this stop?

Module 6

➤ Exercise F, p. 119

Terry Blakes: Welcome to "Road Trip" the show that takes you on the road to some interesting places around the world. I'm Terry Blakes and today I'm in Lake Havasu City, Arizona. Lake Havasu is an artificial lake that was created on the Colorado River which runs through the state of Arizona. Lake Havasu is also home to the world famous London Bridge. So, if you can't travel to England you can see a bit of its history right here at Lake Havasu. With me today is Julie Sykes who works at the Lake Havasu tourist office. Julie, please tell us about the history of London Bridge.

Julie Sykes: Sure, Terry. London Bridge was designed and built by John Rennie in 1831 to replace an even older London Bridge that was built in 1209. It crossed the River Thames into London. Rennie's bridge had five stone arches which allowed for more river traffic to cross underneath it. By 1896, the bridge was the busiest point in London. It was discovered however in 1924 that the bridge was slowly sinking and the city decided to remove the bridge and build a new bridge. So in 1967 the city of London sold London Bridge.


Terry Blakes: What? They sold London Bridge? Who bought it?

Julie Sykes: A man named Robert McCulloch, the founder of Lake Havasu. He purchased the bridge so he could use it as a tourist attraction in his planned community of Lake Havasu City. The bridge was taken apart into pieces and the stones were numbered. The collection of stones was then transported to Lake Havasu. London Bridge was rebuilt on land and a canal was dug under the bridge and around some of the land. The area was then flooded and an island was created. The bridge connects this island to the main part of the city.

Terry Blakes: And now we can drive over or stroll along a 290 metre long piece of history.

Julie Sykes: That's right. The Guinness World Records lists it as the world's largest antique. Tourists can not only visit this historic bridge, but also the old English Village below the bridge which has great shops and restaurants. But the best part of the visit is that people can see two worlds at once, the old and the new. I think the bridge looks better here than back in London.

Terry Blakes: I think you may be right Julie. It's certainly an impressive spot. Thanks for letting us know a little bit about London Bridge.



ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ
НАУЧНОЕ УЧРЕЖДЕНИЕ «ИНСТИТУТ ИЗУЧЕНИЯ
ДЕТСТВА, СЕМЬИ И ВОСПИТАНИЯ РОССИЙСКОЙ
АКАДЕМИИ ОБРАЗОВАНИЯ»

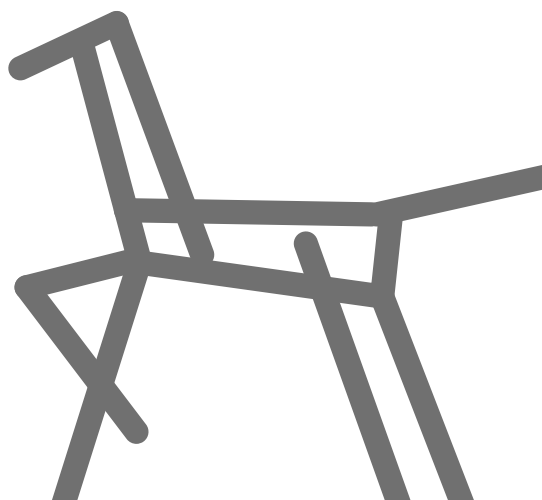


ШКОЛА

ОДОБРЕНА
решением федерального
учебно-методического
объединения по общему
образованию
(протокол от 23 июня 2022 г.
№ 3/22)

ПРИМЕРНАЯ РАБОЧАЯ ПРОГРАММА ВОСПИТАНИЯ ДЛЯ ОБЩЕОБРАЗОВАТЕЛЬНЫХ ОРГАНИЗАЦИЙ

ИНСТИТУТ ВОСПИТАНИЯ РАО



ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Примерная рабочая программа воспитания для общеобразовательных организаций (далее — Программа) служит основой для разработки рабочей программы воспитания основной образовательной программы общеобразовательной организации.

Программа разработана с учетом Федерального закона от 29.12.2012 № 273 ФЗ «Об образовании в Российской Федерации», Стратегии развития воспитания в Российской Федерации на период до 2025 года (Распоряжение Правительства Российской Федерации от 29.05.2015 № 996-р) и Плана мероприятий по ее реализации в 2021–2025 гг. (Распоряжение Правительства Российской Федерации от 12.11.2020 № 2945-р), Стратегии национальной безопасности Российской Федерации (Указ Президента Российской Федерации от 02.07.2021 № 400), федеральных государственных образовательных стандартов (далее — ФГОС) начального общего образования (Приказ Минпросвещения России от 31.05.2021 № 286), основного общего образования (Приказ Минпросвещения России от 31.05.2021 № 287), среднего общего образования (Приказ Минобрнауки России от 17.05.2012 № 413).

Программа основывается на единстве и преемственности образовательного процесса всех уровней общего образования, соотносится с примерными рабочими программами воспитания для организаций дошкольного и среднего профессионального образования.

Рабочая программа воспитания предназначена для планирования и организации системной воспитательной деятельности; разрабатывается и утверждается с участием коллегиальных органов управления общеобразовательной организацией (в том числе советов обучающихся), советов родителей (законных представителей); реализуется в единстве урочной и внеурочной деятельности, осуществляемой совместно с семьей и другими участниками образовательных отношений, социальными институтами воспитания; предусматривает приобщение обучающихся к российским традиционным духовным ценностям, включая ценности своей этнической группы, правилам и нормам поведения, принятым в российском обществе на основе российских базовых конституционных норм и ценностей, историческое просвещение, формирование российской культурной и гражданской идентичности обучающихся.

Программа включает три раздела: целевой, содержательный, организационный.

Приложение — примерный календарный план воспитательной работы.

При разработке или обновлении рабочей программы воспитания ее содержание, за исключением целевого раздела, может изменяться

в соответствии с особенностями общеобразовательной организации: организационно-правовой формой, контингентом обучающихся и их родителей (законных представителей), направленностью образовательной программы, в том числе предусматривающей углубленное изучение отдельных учебных предметов, учитывающей этнокультурные интересы, особые образовательные потребности обучающихся.

Пояснительная записка не является частью рабочей программы воспитания в общеобразовательной организации.

Курсивным шрифтом в тексте Программы выделены пояснения для разработчиков рабочей программы воспитания в общеобразовательной организации.

РАЗДЕЛ 1. ЦЕЛЕВОЙ

Участниками образовательных отношений являются педагогические и другие работники общеобразовательной организации, обучающиеся, их родители (законные представители), представители иных организаций, участвующие в реализации образовательного процесса в соответствии с законодательством Российской Федерации, локальными актами общеобразовательной организации. Родители (законные представители) несовершеннолетних обучающихся имеют преимущественное право на воспитание своих детей. Содержание воспитания обучающихся в общеобразовательной организации определяется содержанием российских базовых (гражданских, национальных) норм и ценностей, которые закреплены в Конституции Российской Федерации. Эти ценности и нормы определяют инвариантное содержание воспитания обучающихся. Вариативный компонент содержания воспитания обучающихся включает духовно-нравственные ценности культуры, традиционных религий народов России.

Воспитательная деятельность в общеобразовательной организации планируется и осуществляется в соответствии с приоритетами государственной политики в сфере воспитания, установленными в Стратегии развития воспитания в Российской Федерации на период до 2025 года (Распоряжение Правительства Российской Федерации от 29.05.2015 № 996-р). Приоритетной задачей Российской Федерации в сфере воспитания детей является развитие высоконравственной личности, разделяющей российские традиционные духовные ценности, обладающей актуальными знаниями и умениями, способной реализовать свой потенциал в условиях современного общества, готовой к мирному созиданию и защите Родины.

1.1. Цель и задачи воспитания обучающихся

Современный российский национальный воспитательный идеал — высоконравственный, творческий, компетентный гражданин России, принимающий судьбу Отечества как свою личную, осознающий ответственность за настоящее и будущее страны, укорененный в духовных и культурных традициях многонационального народа Российской Федерации.

В соответствии с этим идеалом и нормативными правовыми актами Российской Федерации в сфере образования **цель воспитания** обучающихся в общеобразовательной организации: развитие личности, создание условий для самоопределения и социализации на основе социокультурных, духовно-нравственных ценностей и принятых в российском обществе правил и норм поведения в интересах человека, семьи, общества и государства, формирование у обучающихся чувства патриотизма, гражданственности, уважения к памяти защитников Отечества и подвигам Героев Отечества, закону и правопорядку, человеку труда и старшему поколению, взаимного уважения, бережного отношения к культурному наследию и традициям многонационального народа Российской Федерации, природе и окружающей среде.

Задачи воспитания обучающихся в общеобразовательной организации: усвоение ими знаний норм, духовно-нравственных ценностей, традиций, которые выработало российское общество (социально значимых знаний); формирование и развитие личностных отношений к этим нормам, ценностям, традициям (их освоение, принятие); приобретение соответствующего этим нормам, ценностям, традициям социокультурного опыта поведения, общения, межличностных и социальных отношений, применения полученных знаний; достижение личностных результатов освоения общеобразовательных программ в соответствии с ФГОС. Личностные результаты освоения обучающимися общеобразовательных программ включают осознание российской гражданской идентичности, сформированность ценностей самостоятельности и инициативы, готовность обучающихся к саморазвитию, самостоятельности и личностному самоопределению, наличие мотивации к целенаправленной социально значимой деятельности, сформированность внутренней позиции личности как особого ценностного отношения к себе, окружающим людям и жизни в целом.

Воспитательная деятельность в общеобразовательной организации планируется и осуществляется на основе аксиологического, антропологического, культурно-исторического, системно-деятельностного, личностно ориентированного подходов и с учетом принципов воспитания: гуманистической направленности воспитания, совместной деятельности детей и взрослых, следования нравственному примеру, безопасной жизнедеятельности, инклюзивности, возрастосообразности.

1.2. Направления воспитания

Программа реализуется в единстве учебной и воспитательной деятельности общеобразовательной организации по основным направлениям воспитания в соответствии с ФГОС:

- **гражданское воспитание** — формирование российской гражданской идентичности, принадлежности к общности граждан Российской Федерации, к народу России как источнику власти в Российском государстве и субъекту тысячелетней российской государственности, уважения к правам, свободам и обязанностям гражданина России, правовой и политической культуры;
- **патриотическое воспитание** — воспитание любви к родному краю, Родине, своему народу, уважения к другим народам России; историческое просвещение, формирование российского национального исторического сознания, российской культурной идентичности;
- **духовно-нравственное воспитание** — воспитание на основе духовно-нравственной культуры народов России, традиционных религий народов России, формирование традиционных российских семейных ценностей; воспитание честности, доброты, милосердия, справедливости, дружелюбия и взаимопомощи, уважения к старшим, к памяти предков;
- **эстетическое воспитание** — формирование эстетической культуры на основе российских традиционных духовных ценностей, приобщение к лучшим образцам отечественного и мирового искусства;
- **физическое воспитание, формирование культуры здорового образа жизни и эмоционального благополучия** — развитие физических способностей с учетом возможностей и состояния здоровья, навыков безопасного поведения в природной и социальной среде, чрезвычайных ситуациях;
- **трудовое воспитание** — воспитание уважения к труду, трудящимся, результатам труда (своего и других людей), ориентация на трудовую деятельность, получение профессии, личностное самовыражение в продуктивном, нравственно достойном труде в российском обществе, на достижение выдающихся результатов в профессиональной деятельности;
- **экологическое воспитание** — формирование экологической культуры, ответственного, бережного отношения к природе, окружающей среде на основе российских традиционных духовных ценностей, навыков охраны, защиты, восстановления природы, окружающей среды;
- **ценности научного познания** — воспитание стремления к познанию себя и других людей, природы и общества, к получению зна-

ний, качественного образования с учетом личностных интересов и общественных потребностей.

1.3. Целевые ориентиры результатов воспитания

Требования к личностным результатам освоения обучающимися образовательных программ начального общего, основного общего, среднего общего образования установлены в соответствующих ФГОС.

На основании этих требований в данном разделе представлены целевые ориентиры результатов в воспитании, развитии личности обучающихся, на достижение которых должна быть направлена деятельность педагогического коллектива для выполнения требований ФГОС.

Целевые ориентиры определены в соответствии с инвариантным содержанием воспитания обучающихся на основе российских базовых (гражданских, конституционных) ценностей, обеспечивают единство воспитания, воспитательного пространства.

Целевые ориентиры результатов воспитания сформулированы на уровнях начального общего, основного общего, среднего общего образования по направлениям воспитания в соответствии с ФГОС.

Целевые ориентиры результатов воспитания на уровне начального общего образования.

Целевые ориентиры
Гражданско-патриотическое воспитание
Знающий и любящий свою малую родину, свой край, имеющий представление о Родине — России, ее территории, расположении. Сознающий принадлежность к своему народу и к общности граждан России, проявляющий уважение к своему и другим народам. Понимающий свою сопричастность к прошлому, настоящему и будущему родного края, своей Родины — России, Российского государства. Понимающий значение гражданских символов (государственная символика России, своего региона), праздников, мест почитания героев и защитников Отечества, проявляющий к ним уважение. Имеющий первоначальные представления о правах и ответственности человека в обществе, гражданских правах и обязанностях. Принимающий участие в жизни класса, общеобразовательной организации, в доступной по возрасту социально значимой деятельности.
Духовно-нравственное воспитание
Уважающий духовно-нравственную культуру своей семьи, своего народа, семейные ценности с учетом национальной, религиозной принадлежности. Сознающий ценность каждой человеческой жизни, признающий индивидуальность и достоинство каждого человека. Доброжелательный, проявляющий сопереживание, готовность оказывать помощь, выражающий неприятие поведения, причиняющего физический и моральный вред другим людям, уважающий старших. Умеющий оценивать поступки с позиции их соответствия нравственным нормам, осознающий ответственность за свои поступки. Владеющий представлениями о многообразии языкового и культурного пространства России, имеющий первоначальные навыки общения с людьми разных народов, вероисповеданий. Сознающий нравственную и эстетическую ценность литературы, родного языка, русского языка, проявляющий интерес к чтению.

Эстетическое воспитание
Способный воспринимать и чувствовать прекрасное в быту, природе, искусстве, творчестве людей. Проявляющий интерес и уважение к отечественной и мировой художественной культуре. Проявляющий стремление к самовыражению в разных видах художественной деятельности, искусстве.
Физическое воспитание, формирование культуры здоровья и эмоционального благополучия
Бережно относящийся к физическому здоровью, соблюдающий основные правила здорового и безопасного для себя и других людей образа жизни, в том числе в информационной среде. Владеющий основными навыками личной и общественной гигиены, безопасного поведения в быту, природе, обществе. Ориентированный на физическое развитие с учетом возможностей здоровья, занятия физкультурой и спортом. Сознающий и принимающий свою половую принадлежность, соответствующие ей психофизические и поведенческие особенности с учетом возраста.
Трудовое воспитание
Сознающий ценность труда в жизни человека, семьи, общества. Проявляющий уважение к труду, людям труда, бережное отношение к результатам труда, ответственное потребление. Проявляющий интерес к разным профессиям. Участвующий в различных видах доступного по возрасту труда, трудовой деятельности.
Экологическое воспитание
Понимающий ценность природы, зависимость жизни людей от природы, влияние людей на природу, окружающую среду. Проявляющий любовь и бережное отношение к природе, неприятие действий, приносящих вред природе, особенно живым существам. Выражающий готовность в своей деятельности придерживаться экологических норм.
Ценности научного познания
Выражающий познавательные интересы, активность, любознательность и самостоятельность в познании, интерес и уважение к научным знаниям, науке. Обладающий первоначальными представлениями о природных и социальных объектах, многообразии объектов и явлений природы, связи живой и неживой природы, о науке, научном знании. Имеющий первоначальные навыки наблюдений, систематизации и осмысления опыта в естественно-научной и гуманитарной областях знания.

Целевые ориентиры результатов воспитания на уровне основного общего образования.

Целевые ориентиры
Гражданское воспитание
Знающий и принимающий свою российскую гражданскую принадлежность (идентичность) в поликультурном, многонациональном и многоконфессиональном российском обществе, в мировом сообществе. Понимающий сопричастность к прошлому, настоящему и будущему народа России, тысячелетней истории российской государственности на основе исторического просвещения, российского национального исторического сознания. Проявляющий уважение к государственным символам России, праздникам. Проявляющий готовность к выполнению обязанностей гражданина России, реализации своих гражданских прав и свобод при уважении прав и свобод, законных интересов других людей. Выражающий неприятие любой дискриминации граждан, проявлений экстремизма, терроризма, коррупции в обществе. Принимающий участие в жизни класса, общеобразовательной организации, в том числе самоуправлении, ориентированный на участие в социально значимой деятельности.

Патриотическое воспитание
<p>Сознающий свою национальную, этническую принадлежность, любящий свой народ, его традиции, культуру.</p> <p>Проявляющий уважение к историческому и культурному наследию своего и других народов России, символам, праздникам, памятникам, традициям народов, проживающих в родной стране.</p> <p>Проявляющий интерес к познанию родного языка, истории и культуры своего края, своего народа, других народов России.</p> <p>Знающий и уважающий достижения нашей Родины — России в науке, искусстве, спорте, технологиях, боевые подвиги и трудовые достижения героев и защитников Отечества в прошлом и современности.</p> <p>Принимающий участие в мероприятиях патриотической направленности.</p>
Духовно-нравственное воспитание
<p>Знающий и уважающий духовно-нравственную культуру своего народа, ориентированный на духовные ценности и нравственные нормы народов России, российского общества в ситуациях нравственного выбора (с учетом национальной, религиозной принадлежности).</p> <p>Выражающий готовность оценивать свое поведение и поступки, поведение и поступки других людей с позиций традиционных российских духовно-нравственных ценностей и норм с учетом осознания последствий поступков.</p> <p>Выражающий неприятие антигуманных и асоциальных поступков, поведения, противоречащих традиционным в России духовно-нравственным нормам и ценностям.</p> <p>Сознающий соотношение свободы и ответственности личности в условиях индивидуального и общественного пространства, значение и ценность межнационального, межрелигиозного согласия людей, народов в России, умеющий общаться с людьми разных народов, вероисповеданий.</p> <p>Проявляющий уважение к старшим, к российским традиционным семейным ценностям, институту брака как союзу мужчины и женщины для создания семьи, рождения и воспитания детей.</p> <p>Проявляющий интерес к чтению, к родному языку, русскому языку и литературе как части духовной культуры своего народа, российского общества.</p>
Эстетическое воспитание
<p>Выражающий понимание ценности отечественного и мирового искусства, народных традиций и народного творчества в искусстве.</p> <p>Проявляющий эмоционально-чувственную восприимчивость к разным видам искусства, традициям и творчеству своего и других народов, понимание его влияния на поведение людей.</p> <p>Сознающий роль художественной культуры как средства коммуникации и самовыражения в современном обществе, значение нравственных норм, ценностей, традиций в искусстве.</p> <p>Ориентированный на самовыражение в разных видах искусства, в художественном творчестве.</p>
Физическое воспитание, формирование культуры здоровья и эмоционального благополучия
<p>Понимающий ценность жизни, здоровья и безопасности, значение личных усилий в сохранении здоровья, знающий и соблюдающий правила безопасности, безопасного поведения, в том числе в информационной среде.</p> <p>Выражающий установку на здоровый образ жизни (здоровое питание, соблюдение гигиенических правил, сбалансированный режим занятий и отдыха, регулярную физическую активность).</p> <p>Проявляющий неприятие вредных привычек (курения, употребления алкоголя, наркотиков, игровой и иных форм зависимости), понимание их последствий, вреда для физического и психического здоровья.</p> <p>Умеющий осознавать физическое и эмоциональное состояние (свое и других людей), стремящийся управлять собственным эмоциональным состоянием.</p> <p>Способный адаптироваться к меняющимся социальным, информационным и природным условиям, стрессовым ситуациям.</p>
Трудовое воспитание
<p>Уважающий труд, результаты своего труда, труда других людей.</p> <p>Проявляющий интерес к практическому изучению профессий и труда различного рода, в том числе на основе применения предметных знаний.</p> <p>Сознающий важность трудолюбия, обучения труду, накопления навыков трудовой деятельности на протяжении жизни для успешной профессиональной самореализации в российском обществе.</p> <p>Участвующий в решении практических трудовых дел, задач (в семье, общеобразовательной организации, своей местности) технологической и социальной направленности, способный инициировать, планировать и самостоятельно выполнять такого рода деятельность.</p> <p>Выражающий готовность к осознанному выбору и построению индивидуальной траектории образования и жизненных планов с учетом личных и общественных интересов, потребностей.</p>

Экологическое воспитание
<p>Понимающий значение и глобальный характер экологических проблем, путей их решения, значение экологической культуры человека, общества.</p> <p>Сознающий свою ответственность как гражданина и потребителя в условиях взаимосвязи природной, технологической и социальной сред.</p> <p>Выражающий активное неприятие действий, приносящих вред природе.</p> <p>Ориентированный на применение знаний естественных и социальных наук для решения задач в области охраны природы, планирования своих поступков и оценки их возможных последствий для окружающей среды.</p> <p>Участвующий в практической деятельности экологической, природоохранной направленности.</p>
Ценности научного познания
<p>Выражающий познавательные интересы в разных предметных областях с учетом индивидуальных интересов, способностей, достижений.</p> <p>Ориентированный в деятельности на систему научных представлений о закономерностях развития человека, природы и общества, взаимосвязях человека с природной и социальной средой.</p> <p>Развивающий навыки использования различных средств познания, накопления знаний о мире (языковая, читательская культура, деятельность в информационной, цифровой среде).</p> <p>Демонстрирующий навыки наблюдений, накопления фактов, осмысления опыта в естественно-научной и гуманитарной областях познания, исследовательской деятельности.</p>

Целевые ориентиры результатов воспитания на уровне среднего общего образования.

Целевые ориентиры
Гражданское воспитание
<p>Осознанно выражающий свою российскую гражданскую принадлежность (идентичность) в поликультурном, многонациональном и многоконфессиональном российском обществе, в мировом сообществе.</p> <p>Сознающий свое единство с народом России как источником власти и субъектом тысячелетней российской государственности, с Российским государством, ответственность за его развитие в настоящем и будущем на основе исторического просвещения, сформированного российского национального исторического сознания.</p> <p>Проявляющий готовность к защите Родины, способный аргументированно отстаивать суверенитет и достоинство народа России и Российского государства, сохранять и защищать историческую правду.</p> <p>Ориентированный на активное гражданское участие на основе уважения закона и правопорядка, прав и свобод сограждан.</p> <p>Осознанно и деятельно выражающий неприятие любой дискриминации по социальным, национальным, расовым, религиозным признакам, проявлений экстремизма, терроризма, коррупции, антигосударственной деятельности.</p> <p>Обладающий опытом гражданской социально значимой деятельности (в ученическом самоуправлении, волонтерском движении, экологических, военно-патриотических и других объединениях, акциях, программах).</p>
Патриотическое воспитание
<p>Выражающий свою национальную, этническую принадлежность, приверженность к родной культуре, любовь к своему народу.</p> <p>Сознающий причастность к многонациональному народу Российской Федерации, Российскому Отечеству, российскую культурную идентичность.</p> <p>Проявляющий деятельное ценностное отношение к историческому и культурному наследию своего и других народов России, традициям, праздникам, памятникам народов, проживающих в родной стране — России.</p> <p>Проявляющий уважение к соотечественникам, проживающим за рубежом, поддерживающий их права, защиту их интересов в сохранении российской культурной идентичности.</p>

Духовно-нравственное воспитание
<p>Проявляющий приверженность традиционным духовно-нравственным ценностям, культуре народов России с учетом мировоззренческого, национального, конфессионального самоопределения.</p> <p>Действующий и оценивающий свое поведение и поступки, поведение и поступки других людей с позиций традиционных российских духовно-нравственных ценностей и норм с осознанием последствий поступков, деятельно выражающий неприятие антигуманных и асоциальных поступков, поведения, противоречащих этим ценностям.</p> <p>Проявляющий уважение к жизни и достоинству каждого человека, свободе мировоззренческого выбора и самоопределения, к представителям различных этнических групп, религий народов России, их национальному достоинству и религиозным чувствам с учетом соблюдения конституционных прав и свобод всех граждан.</p> <p>Понимающий и деятельно выражающий ценность межрелигиозного, межнационального согласия людей, народов в России, способный вести диалог с людьми разных национальностей, религиозной принадлежности, находить общие цели и сотрудничать для их достижения.</p> <p>Ориентированный на создание устойчивой семьи на основе российских традиционных семейных ценностей; понимании брака как союза мужчины и женщины для создания семьи, рождения и воспитания в семье детей; неприятия насилия в семье, ухода от родительской ответственности.</p> <p>Обладающий сформированными представлениями о ценности и значении в отечественной и мировой культуре языков и литературы народов России, демонстрирующий устойчивый интерес к чтению как средству познания отечественной и мировой духовной культуры.</p>
Эстетическое воспитание
<p>Выражающий понимание ценности отечественного и мирового искусства, российского и мирового художественного наследия.</p> <p>Проявляющий восприимчивость к разным видам искусства, понимание эмоционального воздействия искусства, его влияния на поведение людей, умеющий критически оценивать это влияние.</p> <p>Проявляющий понимание художественной культуры как средства коммуникации и самовыражения в современном обществе, значение нравственных норм, ценностей, традиций в искусстве.</p> <p>Ориентированный на осознанное творческое самовыражение, реализацию творческих способностей в разных видах искусства с учетом российских традиционных духовных и нравственных ценностей, на эстетическое обустройство собственного быта.</p>
Физическое воспитание, формирование культуры здоровья и эмоционального благополучия
<p>Понимающий и выражающий в практической деятельности ценность жизни, здоровья и безопасности, значение личных усилий в сохранении и укреплении своего здоровья и здоровья других людей.</p> <p>Соблюдающий правила личной и общественной безопасности, в том числе безопасного поведения в информационной среде.</p> <p>Выражающий на практике установку на здоровый образ жизни (здоровое питание, соблюдение гигиены, режим занятий и отдыха, физическую активность), стремление к физическому совершенствованию, соблюдающий и пропагандирующий безопасный и здоровый образ жизни.</p> <p>Проявляющий сознательное и обоснованное неприятие вредных привычек (курения, употребления алкоголя, наркотиков, любых форм зависимостей), деструктивного поведения в обществе и цифровой среде, понимание их вреда для физического и психического здоровья.</p> <p>Демонстрирующий навыки рефлексии своего состояния (физического, эмоционального, психологического), состояния других людей с точки зрения безопасности, сознательного управления своим эмоциональным состоянием, развивающий способности адаптироваться к стрессовым ситуациям в общении, в разных коллективах, к меняющимся условиям (социальным, информационным, природным).</p>
Трудовое воспитание
<p>Уважающий труд, результаты труда, трудовые и профессиональные достижения своих земляков, их вклад в развитие своего поселения, края, страны, трудовые достижения российского народа.</p> <p>Проявляющий способность к творческому созидательному социально значимому труду в доступных по возрасту социально-трудовых ролях, в том числе предпринимательской деятельности в условиях самозанятости или наемного труда.</p> <p>Участвующий в социально значимой трудовой деятельности разного вида в семье, общеобразовательной организации, своей местности, в том числе оплачиваемом труде в каникулярные периоды, с учетом соблюдения законодательства.</p> <p>Выражающий осознанную готовность к получению профессионального образования, к непрерывному образованию в течение жизни как условию успешной профессиональной и общественной деятельности.</p> <p>Понимающий специфику трудовой деятельности, регулирования трудовых отношений, самообразования и профессиональной самоподготовки в информационном высокотехнологическом обществе, готовый учиться и трудиться в современном обществе.</p> <p>Ориентированный на осознанный выбор сферы профессиональной трудовой деятельности в российском обществе с учетом личных жизненных планов, потребностей своей семьи, общества.</p>

Экологическое воспитание
<p>Демонстрирующий в поведении сформированность экологической культуры на основе понимания влияния социально-экономических процессов на природу, в том числе на глобальном уровне, ответственность за действия в природной среде.</p> <p>Выражающий деятельное неприятие действий, приносящих вред природе.</p> <p>Применяющий знания естественных и социальных наук для разумного, бережливого природопользования в быту, общественном пространстве.</p> <p>Имеющий и развивающий опыт экологически направленной, природоохранной, ресурсосберегающей деятельности, участвующий в его приобретении другими людьми.</p>
Ценности научного познания
<p>Деятельно выражающий познавательные интересы в разных предметных областях с учетом своих интересов, способностей, достижений.</p> <p>Обладающий представлением о современной научной картине мира, достижениях науки и техники, аргументированно выражающий понимание значения науки в жизни российского общества, обеспечении его безопасности, гуманитарном, социально-экономическом развитии России.</p> <p>Демонстрирующий навыки критического мышления, определения достоверной научной информации и критики антинаучных представлений.</p> <p>Развивающий и применяющий навыки наблюдения, накопления и систематизации фактов, осмысления опыта в естественно-научной и гуманитарной областях познания, исследовательской деятельности.</p>

РАЗДЕЛ 2. СОДЕРЖАТЕЛЬНЫЙ

2.1. Уклад общеобразовательной организации

В данном разделе раскрываются особенности уклада общеобразовательной организации.

Уклад задает порядок жизни общеобразовательной организации и аккумулирует ключевые характеристики, определяющие особенности воспитательного процесса. Уклад общеобразовательной организации удерживает ценности, принципы, нравственную культуру взаимоотношений, традиции воспитания, в основе которых лежат российские базовые ценности, определяет условия и средства воспитания, отражающие самобытный облик общеобразовательной организации и ее репутацию в окружающем образовательном пространстве, социуме.

Ниже приведен примерный перечень ряда основных и дополнительных характеристик, значимых для описания уклада, особенностей условий воспитания в общеобразовательной организации.

Основные характеристики (целесообразно учитывать в описании):

- основные вехи истории общеобразовательной организации, выдающиеся события, деятели в ее истории;
- «миссия» общеобразовательной организации в самосознании ее педагогического коллектива;
- наиболее значимые традиционные дела, события, мероприятия в общеобразовательной организации, составляющие основу воспитательной системы;
- традиции и ритуалы, символика, особые нормы этикета в общеобразовательной организации;

- социальные партнеры общеобразовательной организации, их роль, возможности в развитии, совершенствовании условий воспитания, воспитательной деятельности;
- значимые для воспитания проекты и программы, в которых общеобразовательная организация уже участвует или планирует участвовать (федеральные, региональные, муниципальные, международные, сетевые и др.), включенные в систему воспитательной деятельности;
- реализуемые инновационные, перспективные воспитательные практики, определяющие «уникальность» общеобразовательной организации; результаты их реализации, трансляции в системе образования;
- наличие проблемных зон, дефицитов, препятствий достижению эффективных результатов в воспитательной деятельности и решения этих проблем, отсутствующие или недостаточно выраженные в массовой практике.

Дополнительные характеристики (могут учитываться в описании):

- особенности местоположения и социокультурного окружения общеобразовательной организации, историко-культурная, этнокультурная, конфессиональная специфика населения местности, включенность в историко-культурный контекст территории;
- контингент обучающихся, их семей, его социально-культурные, этнокультурные, конфессиональные и иные особенности, состав (стабильный или нет), наличие и состав обучающихся с особыми образовательными потребностями, с ОВЗ, находящихся в трудной жизненной ситуации и др.;
- организационно-правовая форма общеобразовательной организации, наличие разных уровней общего образования, направленность образовательных программ, в том числе наличие образовательных программ с углубленным изучением учебных предметов;
- режим деятельности общеобразовательной организации, в том числе характеристики по решению участников образовательных отношений (форма обучающихся, организация питания и т. п.);
- наличие вариативных учебных курсов, практик гражданской, духовно-нравственной, социокультурной, экологической и т. д. воспитательной направленности, в том числе включенных в учебные планы по решению участников образовательных отношений, авторских курсов, программ воспитательной направленности, самостоятельно разработанных и реализуемых педагогами общеобразовательной организации.

2.2. Виды, формы и содержание воспитательной деятельности

Виды, формы и содержание воспитательной деятельности в этом разделе планируются, представляются по модулям. Здесь модуль — часть рабочей программы воспитания, в которой описываются виды, формы и содержание воспитательной работы в учебном году в рамках определенного направления деятельности в общеобразовательной организации. Каждый из модулей обладает воспитательным потенциалом с особыми условиями, средствами, возможностями воспитания (урочная деятельность, внеурочная деятельность, взаимодействие с родителями и др.).

В Программе представлены примерные описания воспитательной работы в рамках основных (инвариантных) модулей, согласно правовым условиям реализации общеобразовательных программ (урочная деятельность, внеурочная деятельность и т. д.). Раздел можно дополнить описанием дополнительных (вариативных) модулей, если такая деятельность реализуется в общеобразовательной организации (дополнительное образование, детские общественные объединения, школьные медиа, школьный музей, добровольческая деятельность (волонтерство), школьные спортивные клубы, школьные театры, наставничество), а также описанием иных модулей, разработанных в самой общеобразовательной организации.

Последовательность описания модулей является примерной, в рабочей программе воспитания общеобразовательной организации их можно расположить в последовательности, соответствующей значимости в воспитательной деятельности общеобразовательной организации по самооценке педагогического коллектива.

Урочная деятельность

Реализация воспитательного потенциала уроков (урочной деятельности, аудиторных занятий в рамках максимально допустимой учебной нагрузки) может предусматривать (указываются конкретные позиции, имеющиеся в общеобразовательной организации или запланированные):

- *максимальное использование воспитательных возможностей содержания учебных предметов для формирования у обучающихся российских традиционных духовно-нравственных и социокультурных ценностей, российского исторического сознания на основе исторического просвещения; подбор соответствующего содержания уроков, заданий, вспомогательных материалов, проблемных ситуаций для обсуждений;*
- *включение учителями в рабочие программы по учебным предметам, курсам, модулям целевых ориентиров результатов воспита-*

ния, их учет в определении воспитательных задач уроков, занятий;

- включение учителями в рабочие программы учебных предметов, курсов, модулей тематики в соответствии с календарным планом воспитательной работы;
- выбор методов, методик, технологий, оказывающих воспитательное воздействие на личность в соответствии с воспитательным идеалом, целью и задачами воспитания, целевыми ориентирами результатов воспитания; реализация приоритета воспитания в учебной деятельности;
- привлечение внимания обучающихся к ценностному аспекту изучаемых на уроках предметов, явлений и событий, инициирование обсуждений, высказываний своего мнения, выработки своего личностного отношения к изучаемым событиям, явлениям, лицам;
- применение интерактивных форм учебной работы: интеллектуальных, стимулирующих познавательную мотивацию; игровых методик, дискуссий, дающих возможность приобрести опыт ведения конструктивного диалога; групповой работы, которая учит строить отношения и действовать в команде, способствует развитию критического мышления;
- побуждение обучающихся соблюдать нормы поведения, правила общения со сверстниками и педагогами, соответствующие укладу общеобразовательной организации, установление и поддержка доброжелательной атмосферы;
- организация шефства мотивированных и эрудированных обучающихся над неуспевающими одноклассниками, в том числе с особыми образовательными потребностями, дающего обучающимся социально значимый опыт сотрудничества и взаимной помощи;
- инициирование и поддержку исследовательской деятельности обучающихся, планирование и выполнение индивидуальных и групповых проектов воспитательной направленности.

Внеурочная деятельность

Реализация воспитательного потенциала внеурочной деятельности в целях обеспечения индивидуальных потребностей обучающихся осуществляется в рамках выбранных ими курсов, занятий (указываются конкретные курсы, занятия, другие формы работы в рамках внеурочной деятельности, реализуемые в общеобразовательной организации или запланированные):

- курсы, занятия исторического просвещения, патриотической, гражданско-патриотической, военно-патриотической, краеведческой, историко-культурной направленности;
- курсы, занятия духовно-нравственной направленности по религиозным культурам народов России, основам духовно-нравственной культуры народов России, духовно-историческому краеведению;
- курсы, занятия познавательной, научной, исследовательской, просветительской направленности;
- курсы, занятия экологической, природоохранной направленности;
- курсы, занятия в области искусств, художественного творчества разных видов и жанров;
- курсы, занятия туристско-краеведческой направленности;
- курсы, занятия оздоровительной и спортивной направленности.

Классное руководство

Реализация воспитательного потенциала классного руководства как особого вида педагогической деятельности, направленной, в первую очередь, на решение задач воспитания и социализации обучающихся, может предусматривать (указываются конкретные позиции, имеющиеся в общеобразовательной организации или запланированные):

- планирование и проведение классных часов целевой воспитательной, тематической направленности;
- инициирование и поддержку классными руководителями участия класса в общешкольных делах, мероприятиях, оказание необходимой помощи обучающимся в их подготовке, проведении и анализе;
- организацию интересных и полезных для личностного развития обучающихся совместных дел, позволяющих вовлекать в них обучающихся с разными потребностями, способностями, давать возможности для самореализации, устанавливать и укреплять доверительные отношения, стать для них значимым взрослым, задающим образцы поведения;
- сплочение коллектива класса через игры и тренинги на командообразование, внеучебные и внешкольные мероприятия, походы, экскурсии, празднования дней рождения обучающихся, классные вечера;
- выработку совместно с обучающимися правил поведения класса, участие в выработке таких правил поведения в общеобразовательной организации;

- изучение особенностей личностного развития обучающихся путем наблюдения за их поведением, в специально создаваемых педагогических ситуациях, в играх, беседах по нравственным проблемам; результаты наблюдения сверяются с результатами бесед с родителями, учителями, а также (при необходимости) со школьным психологом;
- доверительное общение и поддержку обучающихся в решении проблем (налаживание взаимоотношений с одноклассниками или педагогами, успеваемость и т. д.), совместный поиск решений проблем, коррекцию поведения обучающихся через частные беседы индивидуально и вместе с их родителями, с другими обучающимися класса;
- индивидуальную работу с обучающимися класса по ведению личных портфолио, в которых они фиксируют свои учебные, творческие, спортивные, личностные достижения;
- регулярные консультации с учителями-предметниками, направленные на формирование единства требований по вопросам воспитания и обучения, предупреждение и/или разрешение конфликтов между учителями и обучающимися;
- проведение мини-педсоветов для решения конкретных проблем класса, интеграции воспитательных влияний педагогов на обучающихся; привлечение учителей-предметников к участию в классных делах, дающих им возможность лучше узнавать и понимать обучающихся, общаясь и наблюдая их во внеучебной обстановке, участвовать в родительских собраниях класса;
- организацию и проведение регулярных родительских собраний, информирование родителей об успехах и проблемах обучающихся, их положении в классе, жизни класса в целом, помощь родителям и иным членам семьи в отношениях с учителями, администрацией;
- создание и организацию работы родительского комитета класса, участвующего в решении вопросов воспитания и обучения в классе, общеобразовательной организации;
- привлечение родителей (законных представителей), членов семей обучающихся к организации и проведению воспитательных дел, мероприятий в классе и общеобразовательной организации;
- проведение в классе праздников, конкурсов, соревнований и т. п.

Основные школьные дела

Реализация воспитательного потенциала основных школьных дел может предусматривать (указываются конкретные позиции, имеющиеся в общеобразовательной организации или запланированные):

- общешкольные праздники, ежегодные творческие (театрализованные, музыкальные, литературные и т. п.) мероприятия, связанные с общероссийскими, региональными праздниками, памятными датами, в которых участвуют все классы;
- участие во всероссийских акциях, посвященных значимым событиям в России, мире;
- торжественные мероприятия, связанные с завершением образования, переходом на следующий уровень образования, символизирующие приобретение новых социальных статусов в общеобразовательной организации, обществе;
- церемонии награждения (по итогам учебного периода, года) обучающихся и педагогов за участие в жизни общеобразовательной организации, достижения в конкурсах, соревнованиях, олимпиадах, вклад в развитие общеобразовательной организации, своей местности;
- социальные проекты в общеобразовательной организации, совместно разрабатываемые и реализуемые обучающимися и педагогами, в том числе с участием социальных партнеров, комплексы дел благотворительной, экологической, патриотической, трудовой и др. направленности;
- проводимые для жителей поселения, своей местности и организуемые совместно с семьями обучающихся праздники, фестивали, представления в связи с памятными датами, значимыми событиями для жителей поселения;
- разновозрастные сборы, многодневные выездные события, включающие в себя комплекс коллективных творческих дел гражданской, патриотической, историко-краеведческой, экологической, трудовой, спортивно-оздоровительной и другой направленности;
- вовлечение по возможности каждого обучающегося в школьные дела в разных ролях (сценаристов, постановщиков, исполнителей, корреспондентов, ведущих, декораторов, музыкальных редакторов, ответственных за костюмы и оборудование, за приглашение и встречу гостей и т. д.), помощь обучающимся в освоении навыков подготовки, проведения, анализа общешкольных дел;
- наблюдение за поведением обучающихся в ситуациях подготовки, проведения, анализа основных школьных дел, мероприятий, их отношениями с обучающимися разных возрастов, с педагогами и другими взрослыми.

Внешкольные мероприятия

Реализация воспитательного потенциала внешкольных мероприятий предусматривает (указываются конкретные позиции, имеющиеся в общеобразовательной организации или запланированные):

- общие внешкольные мероприятия, в том числе организуемые совместно с социальными партнерами общеобразовательной организации;
- внешкольные тематические мероприятия воспитательной направленности, организуемые педагогами по изучаемым в общеобразовательной организации учебным предметам, курсам, модулям;
- экскурсии, походы выходного дня (в музей, картинную галерею, технопарк, на предприятие и др.), организуемые в классах классными руководителями, в том числе совместно с родителями (законными представителями) обучающихся с привлечением их к планированию, организации, проведению, оценке мероприятия;
- литературные, исторические, экологические и другие походы, экскурсии, экспедиции, слёты и т. п., организуемые педагогами, в том числе совместно с родителями (законными представителями) обучающихся для изучения историко-культурных мест, событий, биографий проживавших в этой местности российских поэтов и писателей, деятелей науки, природных и историко-культурных ландшафтов, флоры и фауны и др.;
- выездные события, включающие в себя комплекс коллективных творческих дел, в процессе которых складывается детско-взрослая общность, характеризующаяся доверительными взаимоотношениями, ответственным отношением к делу, атмосферой эмоционально-психологического комфорта.

Организация предметно-пространственной среды

Реализация воспитательного потенциала предметно-пространственной среды может предусматривать совместную деятельность педагогов, обучающихся, других участников образовательных отношений по её созданию, поддержанию, использованию в воспитательном процессе (указываются конкретные позиции, имеющиеся в общеобразовательной организации или запланированные):

- оформление внешнего вида здания, фасада, холла при входе в общеобразовательную организацию государственной символикой Российской Федерации, субъекта Российской Федерации, муниципального образования (флаг, герб), изображениями символики Российского государства в разные периоды тысячелетней истории, исторической символики региона;

- организацию и проведение церемоний поднятия (спуска) государственного флага Российской Федерации;
- размещение карт России, регионов, муниципальных образований (современных и исторических, точных и стилизованных, географических, природных, культурологических, художественно оформленных, в том числе материалами, подготовленными обучающимися) с изображениями значимых культурных объектов местности, региона, России, памятных исторических, гражданских, народных, религиозных мест почитания, портретов выдающихся государственных деятелей России, деятелей культуры, науки, производства, искусства, военных, героев и защитников Отечества;
- изготовление, размещение, обновление художественных изображений (символических, живописных, фотографических, интерактивных аудио и видео) природы России, региона, местности, предметов традиционной культуры и быта, духовной культуры народов России;
- организацию и поддержание в общеобразовательной организации звукового пространства позитивной духовно-нравственной, гражданско-патриотической воспитательной направленности (звонки-мелодии, музыка, информационные сообщения), исполнение гимна Российской Федерации;
- разработку, оформление, поддержание, использование в воспитательном процессе «мест гражданского почитания» (*особенно если общеобразовательная организация носит имя выдающегося исторического деятеля, ученого, героя, защитника Отечества и т. п.*) в помещениях общеобразовательной организации или на прилегающей территории для общественно-гражданского почитания лиц, мест, событий в истории России; мемориалов воинской славы, памятников, памятных досок;
- оформление и обновление «мест новостей», стендов в помещениях (холл первого этажа, рекреации), содержащих в доступной, привлекательной форме новостную информацию позитивного гражданско-патриотического, духовно-нравственного содержания, фотоотчеты об интересных событиях, поздравления педагогов и обучающихся и т. п.;
- разработку и популяризацию символики общеобразовательной организации (эмблема, флаг, логотип, элементы костюма обучающихся и т. п.), используемой как повседневно, так и в торжественные моменты;
- подготовку и размещение регулярно сменяемых экспозиций творческих работ обучающихся в разных предметных областях,

демонстрирующих их способности, знакомящих с работами друг друга;

- поддержание эстетического вида и благоустройство всех помещений в общеобразовательной организации, доступных и безопасных рекреационных зон, озеленение территории при общеобразовательной организации;
- разработку, оформление, поддержание и использование игровых пространств, спортивных и игровых площадок, зон активного и тихого отдыха;
- создание и поддержание в вестибюле или библиотеке стеллажей свободного книгообмена, на которые обучающиеся, родители, педагоги могут выставлять для общего использования свои книги, брать для чтения другие;
- деятельность классных руководителей и других педагогов вместе с обучающимися, их родителями по благоустройству, оформлению школьных аудиторий, пришкольной территории;
- разработку и оформление пространств проведения значимых событий, праздников, церемоний, торжественных линеек, творческих вечеров (событийный дизайн);
- разработку и обновление материалов (стенды, плакаты, инсталляции и др.), акцентирующих внимание обучающихся на важных для воспитания ценностях, правилах, традициях, укладе общеобразовательной организации, актуальных вопросах профилактики и безопасности.

Предметно-пространственная среда строится как максимально доступная для обучающихся с особыми образовательными потребностями.

Взаимодействие с родителями (законными представителями)

Реализация воспитательного потенциала взаимодействия с родителями (законными представителями) обучающихся может предусматривать (указываются конкретные позиции, имеющиеся в общеобразовательной организации или запланированные):

- создание и деятельность в общеобразовательной организации, в классах представительных органов родительского сообщества (родительского комитета общеобразовательной организации, классов), участвующих в обсуждении и решении вопросов воспитания и обучения, деятельность представителей родительского сообщества в Управляющем совете общеобразовательной организации;

- тематические родительские собрания в классах, общешкольные родительские собрания по вопросам воспитания, взаимоотношений обучающихся и педагогов, условий обучения и воспитания;
- родительские дни, в которые родители (законные представители) могут посещать уроки и внеурочные занятия;
- работу семейных клубов, родительских гостиных, предоставляющих родителям, педагогам и обучающимся площадку для совместного досуга и общения, с обсуждением актуальных вопросов воспитания;
- проведение тематических собраний (в том числе по инициативе родителей), на которых родители могут получать советы по вопросам воспитания, консультации психологов, врачей, социальных работников, служителей традиционных российских религий, обмениваться опытом;
- родительские форумы на интернет-сайте общеобразовательной организации, интернет-сообщества, группы с участием педагогов, на которых обсуждаются интересующие родителей вопросы, согласуется совместная деятельность;
- участие родителей в психолого-педагогических консилиумах в случаях, предусмотренных нормативными документами о психолого-педагогическом консилиуме в общеобразовательной организации в соответствии с порядком привлечения родителей (законных представителей);
- привлечение родителей (законных представителей) к подготовке и проведению классных и общешкольных мероприятий;
- при наличии среди обучающихся детей-сирот, оставшихся без попечения родителей, приемных детей целевое взаимодействие с их законными представителями.

Самоуправление

Реализация воспитательного потенциала ученического самоуправления в общеобразовательной организации может предусматривать (указываются конкретные позиции, имеющиеся в общеобразовательной организации или запланированные):

- организацию и деятельность органов ученического самоуправления (совет обучающихся или др.), избранных обучающимися;
- представление органами ученического самоуправления интересов обучающихся в процессе управления общеобразовательной организацией;
- защиту органами ученического самоуправления законных интересов и прав обучающихся;

- участие представителей органов ученического самоуправления в разработке, обсуждении и реализации рабочей программы воспитания, календарного плана воспитательной работы, в анализе воспитательной деятельности в общеобразовательной организации.

Профилактика и безопасность

Реализация воспитательного потенциала профилактической деятельности в целях формирования и поддержки безопасной и комфортной среды в общеобразовательной организации предусматривает (указываются конкретные позиции, имеющиеся в общеобразовательной организации или запланированные):

- организацию деятельности педагогического коллектива по созданию в общеобразовательной организации эффективной профилактической среды обеспечения безопасности жизнедеятельности как условия успешной воспитательной деятельности;
- проведение исследований, мониторинга рисков безопасности и ресурсов повышения безопасности, выделение и психолого-педагогическое сопровождение групп риска обучающихся по разным направлениям (агрессивное поведение, зависимости и др.);
- проведение коррекционно-воспитательной работы с обучающимся групп риска силами педагогического коллектива и с привлечением сторонних специалистов (психологов, конфликтологов, коррекционных педагогов, работников социальных служб, правоохранительных органов, опеки и т. д.);
- разработку и реализацию профилактических программ, направленных на работу как с девиантными обучающимися, так и с их окружением, организацию межведомственного взаимодействия;
- вовлечение обучающихся в воспитательную деятельность, проекты, программы профилактической направленности социальных и природных рисков в общеобразовательной организации и в социокультурном окружении с педагогами, родителями, социальными партнёрами (антинаркотические, антиалкогольные, против курения, вовлечения в деструктивные детские и молодёжные объединения, культы, субкультуры, группы в социальных сетях; по безопасности в цифровой среде, на транспорте, на воде, безопасности дорожного движения, противопожарной безопасности, антитеррористической и антиэкстремистской безопасности, гражданской обороне и т. д.);
- организацию превентивной работы с обучающимися со сценариями социально одобряемого поведения, по развитию навыков саморефлексии, самоконтроля, устойчивости к негативным воздействиям, групповому давлению;

- профилактику правонарушений, девиаций посредством организации деятельности, альтернативной девиантному поведению — познания (путешествия), испытания себя (походы, спорт), значимого общения, творчества, деятельности (в том числе профессиональной, религиозно-духовной, благотворительной, художественной и др.);
- предупреждение, профилактику и целенаправленную деятельность в случаях появления, расширения, влияния в общеобразовательной организации маргинальных групп обучающихся (оставивших обучение, криминальной направленности, с агрессивным поведением и др.);
- профилактику расширения групп, семей обучающихся, требующих специальной психолого-педагогической поддержки и сопровождения (слабоуспевающие, социально запущенные, социально неадаптированные дети-мигранты, обучающиеся с ОВЗ и т. д.).

Социальное партнерство

Реализация воспитательного потенциала социального партнерства предусматривает (указываются конкретные позиции, имеющиеся в общеобразовательной организации или запланированные):

- участие представителей организаций-партнёров, в том числе в соответствии с договорами о сотрудничестве, в проведении отдельных мероприятий в рамках рабочей программы воспитания и календарного плана воспитательной работы (дни открытых дверей, государственные, региональные, школьные праздники, торжественные мероприятия и т. п.);
- участие представителей организаций-партнеров в проведении отдельных уроков, внеурочных занятий, внешкольных мероприятий соответствующей тематической направленности;
- проведение на базе организаций-партнеров отдельных уроков, занятий, внешкольных мероприятий, акций воспитательной направленности;
- проведение открытых дискуссионных площадок (детских, педагогических, родительских) с представителями организаций-партнёров для обсуждений актуальных проблем, касающихся жизни общеобразовательной организации, муниципального образования, региона, страны;
- реализация социальных проектов, совместно разрабатываемых обучающимися, педагогами с организациями-партнёрами благотворительной, экологической, патриотической, трудовой и т. д. направленности, ориентированных на воспитание обучающих-

ся, преобразование окружающего социума, позитивное воздействие на социальное окружение.

Профориентация

Реализация воспитательного потенциала профориентационной работы общеобразовательной организации предусматривает (указываются конкретные позиции, имеющиеся в общеобразовательной организации или запланированные):

- проведение циклов профориентационных часов, направленных на подготовку обучающегося к осознанному планированию и реализации своего профессионального будущего;
- профориентационные игры (игры-симуляции, деловые игры, квесты, кейсы), расширяющие знания о профессиях, способах выбора профессий, особенностях, условиях разной профессиональной деятельности;
- экскурсии на предприятия, в организации, дающие начальные представления о существующих профессиях и условиях работы;
- посещение профориентационных выставок, ярмарок профессий, тематических профориентационных парков, лагерей, дней открытых дверей в организациях профессионального, высшего образования;
- организацию на базе детского лагеря при общеобразовательной организации профориентационных смен с участием экспертов в области профориентации, где обучающиеся могут познакомиться с профессиями, получить представление об их специфике, попробовать свои силы в той или иной профессии, развить соответствующие навыки;
- совместное с педагогами изучение обучающимися интернет-ресурсов, посвященных выбору профессий, прохождение профориентационного онлайн-тестирования, онлайн-курсов по интересующим профессиям и направлениям профессионального образования;
- участие в работе всероссийских профориентационных проектов;
- индивидуальное консультирование психологом обучающихся и их родителей (законных представителей) по вопросам склонностей, способностей, иных индивидуальных особенностей обучающихся, которые могут иметь значение в выборе ими будущей профессии;
- освоение обучающимися основ профессии в рамках различных курсов по выбору, включенных в обязательную часть образовательной программы, в рамках компонента об участниках обра-

зовательных отношений, внеурочной деятельности или дополнительного образования.

РАЗДЕЛ 3. ОРГАНИЗАЦИОННЫЙ

3.1. Кадровое обеспечение

В данном разделе могут быть представлены решения в общеобразовательной организации в соответствии с ФГОС общего образования всех уровней по разделению функционала, связанного с планированием, организацией, реализацией, обеспечением воспитательной деятельности; по вопросам повышения квалификации педагогических работников в сфере воспитания; психолого-педагогического сопровождения обучающихся, в том числе с ОВЗ и других категорий; привлечению специалистов других организаций (образовательных, социальных, правоохранительных и др.).

3.2. Нормативно-методическое обеспечение

В этом разделе могут быть представлены решения на уровне общеобразовательной организации по принятию, внесению изменений в должностные инструкции педагогических работников по вопросам воспитательной деятельности, ведению договорных отношений, сетевой форме организации образовательного процесса, сотрудничеству с социальными партнерами, нормативному, методическому обеспечению воспитательной деятельности.

Представляются ссылки на локальные нормативные акты, в которые вносятся изменения в связи с утверждением рабочей программы воспитания.

3.3. Требования к условиям работы с обучающимися с особыми образовательными потребностями

Этот раздел наполняется конкретными материалами с учетом наличия обучающихся с особыми образовательными потребностями. Требования к организации среды для обучающихся с ОВЗ отражаются в примерных адаптированных основных образовательных программах для обучающихся каждой нозологической группы.

В воспитательной работе с категориями обучающихся, имеющих особые образовательные потребности — обучающихся с инвалидностью, с ОВЗ, из социально уязвимых групп (например, воспитанники детских домов, из семей мигрантов, билингвы и др.), одаренных, с отклоняющимся поведением, — создаются особые условия (описываются эти условия).

Особыми задачами воспитания обучающихся с особыми образовательными потребностями являются:

- налаживание эмоционально-положительного взаимодействия с окружающими для их успешной социальной адаптации и интеграции в общеобразовательной организации;
- формирование доброжелательного отношения к обучающимся и их семьям со стороны всех участников образовательных отношений;
- построение воспитательной деятельности с учетом индивидуальных особенностей и возможностей каждого обучающегося;
- обеспечение психолого-педагогической поддержки семей обучающихся, содействие повышению уровня их педагогической, психологической, медико-социальной компетентности.

При организации воспитания обучающихся с особыми образовательными потребностями необходимо ориентироваться на:

- формирование личности ребенка с особыми образовательными потребностями с использованием адекватных возрасту и физическому и (или) психическому состоянию методов воспитания;
- создание оптимальных условий совместного воспитания и обучения обучающихся с особыми образовательными потребностями и их сверстников с использованием адекватных вспомогательных средств и педагогических приемов, организацией совместных форм работы воспитателей, педагогов-психологов, учителей-логопедов, учителей-дефектологов;
- личностно-ориентированный подход в организации всех видов деятельности обучающихся с особыми образовательными потребностями.

3.4. Система поощрения социальной успешности и проявлений активной жизненной позиции обучающихся

Система поощрения проявлений активной жизненной позиции и социальной успешности обучающихся призвана способствовать формированию у обучающихся ориентации на активную жизненную позицию, инициативность, максимально вовлекать их в совместную деятельность в воспитательных целях. Система проявлений активной жизненной позиции и поощрения социальной успешности обучающихся строится на принципах:

- публичности, открытости поощрений (информирование всех обучающихся о награждении, проведение награждений в присутствии значительного числа обучающихся);

- соответствия артефактов и процедур награждения укладу общеобразовательной организации, качеству воспитывающей среды, символике общеобразовательной организации;
- прозрачности правил поощрения (наличие положения о награждениях, неукоснительное следование порядку, зафиксированному в этом документе, соблюдение справедливости при выдвижении кандидатур);
- регулирования частоты награждений (недопущение избыточности в поощрениях, чрезмерно большие группы поощряемых и т. п.);
- сочетания индивидуального и коллективного поощрения (использование индивидуальных и коллективных наград дает возможность стимулировать индивидуальную и коллективную активность обучающихся, преодолевать межличностные противоречия между обучающимися, получившими и не получившими награды);
- привлечения к участию в системе поощрений на всех стадиях родителей (законных представителей) обучающихся, представителей родительского сообщества, самих обучающихся, их представителей (с учетом наличия ученического самоуправления), сторонних организаций, их статусных представителей;
- дифференцированности поощрений (наличие уровней и типов наград позволяет продлить стимулирующее действие системы поощрения).

Формы поощрения проявлений активной жизненной позиции обучающихся и социальной успешности (*формы могут быть изменены, их состав расширен*): индивидуальные и групповые портфолио, рейтинги, благотворительная поддержка.

Ведение портфолио — деятельность обучающихся при ее организации и регулярном поощрении классными руководителями, поддержке родителями (законными представителями) по собиранию (накоплению) артефактов, фиксирующих и символизирующих достижения обучающегося.

Портфолио может включать артефакты признания личностных достижений, достижений в группе, участия в деятельности (грамоты, поощрительные письма, фотографии призов, фото изделий, работ и др., участвовавших в конкурсах и т. д.). Кроме индивидуального портфолио возможно ведение портфолио класса.

Рейтинги — размещение имен (фамилий) обучающихся или названий (номеров) групп обучающихся, классов в последовательности, определяемой их успешностью, достижениями в чём-либо.

Благотворительная поддержка обучающихся, групп обучающихся (классов и др.) может заключаться в материальной поддержке проведения в общеобразовательной организации воспитательных дел, мероприятий, проведения внешкольных мероприятий, различных форм совместной деятельности воспитательной направленности, в индивидуальной поддержке нуждающихся в помощи обучающихся, семей, педагогических работников.

Благотворительность предусматривает публичную презентацию благотворителей и их деятельности.

Использование рейтингов, их форма, публичность, привлечение благотворителей, в том числе из социальных партнеров, их статус, акции, деятельность должны соответствовать укладу общеобразовательной организации, цели, задачам, традициям воспитания, согласовываться с представителями родительского сообщества во избежание деструктивного воздействия на взаимоотношения в общеобразовательной организации.

3.5. Анализ воспитательного процесса

Анализ воспитательного процесса осуществляется в соответствии с целевыми ориентирами результатов воспитания, личностными результатами обучающихся на уровнях начального общего, основного общего, среднего общего образования, установленных соответствующими ФГОС.

Основным методом анализа воспитательного процесса в общеобразовательной организации является ежегодный самоанализ воспитательной работы с целью выявления основных проблем и последующего их решения, с привлечением (при необходимости) внешних экспертов, специалистов.

Планирование анализа воспитательного процесса включается в календарный план воспитательной работы.

Основные принципы самоанализа воспитательной работы:

- взаимное уважение всех участников образовательных отношений;
- приоритет анализа сущностных сторон воспитания ориентирует на изучение прежде всего не количественных, а качественных показателей, таких как сохранение уклада общеобразовательной организации, качество воспитывающей среды, содержание и разнообразие деятельности, стиль общения, отношений между педагогами, обучающимися и родителями;
- развивающий характер осуществляемого анализа ориентирует на использование результатов анализа для совершенствования воспитательной деятельности педагогических работников (зна-

ния и сохранения в работе цели и задач воспитания, умелого планирования воспитательной работы, адекватного подбора видов, форм и содержания совместной деятельности с обучающимися, коллегами, социальными партнерами);

- распределённая ответственность за результаты личностного развития обучающихся ориентирует на понимание того, что личностное развитие — это результат как организованного социального воспитания, в котором общеобразовательная организация участвует наряду с другими социальными институтами, так и стихийной социализации, и саморазвития.

Основные направления анализа воспитательного процесса (*предложенные направления являются примерными, их можно уточнять, корректировать, исходя из особенностей уклада, традиций, ресурсов общеобразовательной организации, контингента обучающихся и др.*):

1. Результаты воспитания, социализации и саморазвития обучающихся.

Критерием, на основе которого осуществляется данный анализ, является динамика личностного развития обучающихся в каждом классе.

Анализ проводится классными руководителями вместе с заместителем директора по воспитательной работе (советником директора по воспитанию, педагогом-психологом, социальным педагогом при наличии) с последующим обсуждением результатов на методическом объединении классных руководителей или педагогическом совете.

Основным способом получения информации о результатах воспитания, социализации и саморазвития обучающихся является педагогическое наблюдение. Внимание педагогов сосредотачивается на вопросах: какие проблемы, затруднения в личностном развитии обучающихся удалось решить за прошедший учебный год; какие проблемы, затруднения решить не удалось и почему; какие новые проблемы, трудности появились; над чем предстоит работать педагогическому коллективу.

2. Состояние совместной деятельности обучающихся и взрослых.

Критерием, на основе которого осуществляется данный анализ, является наличие интересной, событийно насыщенной и личностно развивающей совместной деятельности обучающихся и взрослых.

Анализ проводится заместителем директора по воспитательной работе (советником директора по воспитанию, педагогом-психологом, социальным педагогом, при наличии), классными руководителями с привлечением актива родителей (законных представителей) обучающихся, совета обучающихся. Способы получения информации о состоянии организуемой совместной деятельности обучающихся и педагогических работников могут быть анкетирования и беседы с обучающимися и их родителями (законными представителями), педагогическими работниками, представителями совета обучающихся. Резуль-

таты обсуждаются на заседании методических объединений классных руководителей или педагогическом совете. Внимание сосредоточивается на вопросах, связанных с качеством (*выбираются вопросы, которые помогут проанализировать проделанную работу*):

- реализации воспитательного потенциала урочной деятельности;
- организуемой внеурочной деятельности обучающихся;
- деятельности классных руководителей и их классов;
- проводимых общешкольных основных дел, мероприятий;
- внешкольных мероприятий;
- создания и поддержки предметно-пространственной среды;
- взаимодействия с родительским сообществом;
- деятельности ученического самоуправления;
- деятельности по профилактике и безопасности;
- реализации потенциала социального партнерства;
- деятельности по профориентации обучающихся;
- и т. д. по дополнительным модулям, иным позициям в п. 2.2.

Итог самоанализа — перечень выявленных проблем, над решением которых предстоит работать педагогическому коллективу.

Итоги самоанализа оформляются в виде отчета, составляемого заместителем директора по воспитательной работе (совместно с советником директора по воспитательной работе при его наличии) в конце учебного года, рассматриваются и утверждаются педагогическим советом или иным коллегиальным органом управления в общеобразовательной организации.

Приложение

Примерный календарный план воспитательной работы

Календарный план воспитательной работы (далее — план) разрабатывается в свободной форме с указанием: содержания дел, событий, мероприятий; участвующих классов или иных групп обучающихся; сроков, в том числе сроков подготовки; ответственных лиц.

План обновляется ежегодно к началу очередного учебного года.

При разработке плана учитываются: индивидуальные планы классных руководителей; рабочие программы учителей по изучаемым в общеобразовательной организации учебным предметам, курсам, модулям; планы, рабочие программы учебных курсов, занятий внеурочной деятельности; планы органов самоуправления в общеобразовательной организации, ученического самоуправления, взаимодействия с социальными партнерами согласно договорам, соглашениям с ними; планы

работы психологической службы или школьного психолога, социальных педагогов и другая документация, которая должна соответствовать содержанию плана.

План может разрабатываться один для всей общеобразовательной организации или отдельно по каждому уровню общего образования.

Приведена примерная структура плана. Возможно построение плана по основным направлениям воспитания, по календарным периодам — месяцам, четвертям, триместрам, — или в иной форме.

Планирование дел, событий, мероприятий по классному руководству может осуществляться по индивидуальным планам классных руководителей, по учебной деятельности — по индивидуальным планам работы учителей-предметников с учетом их рабочих программ по учебным предметам, курсам, модулям, форм и видов воспитательной деятельности.

КАЛЕНДАРНЫЙ ПЛАН ВОСПИТАТЕЛЬНОЙ РАБОТЫ ОРГАНИЗАЦИИ на 2022–2023 учебный год				
№	Дела, события, мероприятия	Классы	Сроки	Ответственные
	1. Урочная деятельность			
1	...			
	2. Внеурочная деятельность			
1	...			
	3. Классное руководство			
1	...			
	4. Основные школьные дела			
1	...			
	5. Внешкольные мероприятия			
1	...			
	6. Организация предметно-пространственной среды			
1	...			
	7. Взаимодействие с родителями			
1	...			
	8. Самоуправление			
1	...			
	9. Профилактика и безопасность			
1	...			
	10. Социальное партнерство			
1	...			
	11. Профориентация			
1	...			

Перечень основных государственных и народных праздников, памятных дат в календарном плане воспитательной работы.

Перечень дополняется и актуализируется ежегодно в соответствии с памятными датами, юбилеями общероссийского, регионального, местного значения, памятными датами общеобразовательной организации, документами Президента Российской Федерации, Правительства Российской Федерации, перечнями рекомендуемых воспитательных событий Министерства просвещения Российской Федерации, методическими рекомендациями исполнительных органов власти в сфере образования.

Сентябрь:

- 1 сентября: День знаний;
- 3 сентября: День окончания Второй мировой войны, День солидарности в борьбе с терроризмом.

Октябрь:

- 1 октября: Международный день пожилых людей;
- 4 октября: День защиты животных;
- 5 октября: День учителя;
- Третье воскресенье октября: День отца;
- 30 октября: День памяти жертв политических репрессий.

Ноябрь:

- 4 ноября: День народного единства.

Декабрь:

- 3 декабря: Международный день инвалидов;
- 5 декабря: Битва за Москву, Международный день добровольцев;
- 6 декабря: День Александра Невского;
- 9 декабря: День Героев Отечества;
- 10 декабря: День прав человека;
- 12 декабря: День Конституции Российской Федерации;
- 27 декабря: День спасателя.

Январь:

- 1 января: Новый год;
- 7 января: Рождество Христово;
- 25 января: «Татьянин день» (праздник студентов);
- 27 января: День снятия блокады Ленинграда.

Февраль:

- 2 февраля: День воинской славы России;

- 8 февраля: День русской науки;
- 21 февраля: Международный день родного языка;
- 23 февраля: День защитника Отечества.

Март:

- 8 марта: Международный женский день;
- 18 марта: День воссоединения Крыма с Россией.

Апрель:

- 12 апреля: День космонавтики.

Май:

- 1 мая: Праздник Весны и Труда;
- 9 мая: День Победы;
- 24 мая: День славянской письменности и культуры.

Июнь:

- 1 июня: Международный день защиты детей;
- 5 июня: День эколога;
- 6 июня: Пушкинский день России;
- 12 июня: День России;
- 22 июня: День памяти и скорби;
- 27 июня: День молодежи.

Июль:

- 8 июля: День семьи, любви и верности.

Август:

- 22 августа: День Государственного флага Российской Федерации;
- 25 августа: День воинской славы России.

МИНИСТЕРСТВО ПРОСВЕЩЕНИЯ
РОССИЙСКОЙ ФЕДЕРАЦИИ

Федеральное государственное бюджетное научное учреждение



ИНСТИТУТ СТРАТЕГИИ
РАЗВИТИЯ ОБРАЗОВАНИЯ
РОССИЙСКОЙ АКАДЕМИИ ОБРАЗОВАНИЯ

**ОДОБРЕНА РЕШЕНИЕМ ФЕДЕРАЛЬНОГО УЧЕБНО-МЕТОДИЧЕСКОГО
ОБЪЕДИНЕНИЯ ПО ОБЩЕМУ ОБРАЗОВАНИЮ,
протокол 3/21 от 27.09.2021 г.**

РАБОЧАЯ ПРОГРАММА ОСНОВНОГО
ОБЩЕГО ОБРАЗОВАНИЯ

АНГЛИЙСКИЙ ЯЗЫК

(для 5–9 классов образовательных организаций)

МОСКВА
2021

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РАБОЧАЯ ПРОГРАММА. АНГЛИЙСКИЙ ЯЗЫК (ДК 9—5 ЯЛЛАССОВ ОБРАЗОВАТЕЛЬНЫХ ОРГАНИЗАЦИЙ)

Рабочая программа по английскому языку на уровне основного общего образования составлена на основе «Требований к результатам освоения основной образовательной программы», представленных в Федеральном государственном образовательном стандарте основного общего образования, с учётом распределённых по классам проверяемых требований к результатам освоения основной образовательной программы основного общего образования и элементов содержания, представленных в Универсальном кодификаторе по иностранному (английскому) языку, а также на основе характеристики планируемых результатов духовно-нравственного развития, воспитания и социализации обучающихся, представленной в федеральной рабочей программе воспитания

ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Рабочая программа является ориентиром для составления авторских рабочих программ: она даёт представление о целях образования, развития и воспитания обучающихся на средней ступени обязательного общего образования средствами учебного предмета «Иностранный (английский) язык», определяет обязательную (инвариантную) часть содержания учебного курса по английскому языку, за пределами которой остаётся возможность авторского выбора вариативной составляющей содержания образования по предмету. Рабочая программа устанавливает распределение обязательного предметного содержания по годам обучения; предусматривает примерный ресурс учебного времени, выделяемого на изучение тем/разделов курса, а также последовательность их изучения с учётом особенностей структуры английского языка и родного (русского) языка обучающихся, межпредметных связей английского языка с содержанием других общеобразовательных предметов, изучаемых в 5—9 классах, а также с учётом возрастных особенностей обучающихся. В рабочей программе для основной школы предусмотрено дальнейшее развитие всех речевых умений и овладение языковыми средствами, представленными в рабочих программах начального общего

Рабочая программа

образования, что обеспечивает преемственность между этапами школьного образования по английскому языку.

ОБЩАЯ ХАРАКТЕРИСТИКА УЧЕБНОГО ПРЕДМЕТА «ИНОСТРАННЫЙ (АНГЛИЙСКИЙ) ЯЗЫК»

Предмету «Иностранный (английский) язык» принадлежит важное место в системе среднего общего образования и воспитания современного школьника в условиях поликультурного и многоязычного мира. Изучение иностранного языка направлено на формирование коммуникативной культуры обучающихся, осознание роли языков как инструмента межличностного и межкультурного взаимодействия, способствует их общему речевому развитию, воспитанию гражданской идентичности, расширению кругозора, воспитанию чувств и эмоций. Наряду с этим иностранный язык выступает инструментом овладения другими предметными областями в сфере гуманитарных, математических, естественно-научных и других наук и становится важной составляющей базы для общего и специального образования.

Построение программы имеет нелинейный характер и основано на концентрическом принципе. В каждом классе даются новые элементы содержания и новые требования. В процессе обучения освоенные на определённом этапе грамматические формы и конструкции повторяются и закрепляются на новом лексическом материале и расширяющемся тематическом содержании речи.

В последние десятилетия наблюдается трансформация взглядов на владение иностранным языком, усиление общественных запросов на квалифицированных и мобильных людей, способных быстро адаптироваться к изменяющимся потребностям общества, овладевать новыми компетенциями. Владение иностранным языком обеспечивает быстрый доступ к передовым международным научным и технологическим достижениям и расширяет возможности образования и самообразования. Владение иностранным языком сейчас рассматривается как часть профессии, поэтому он является универсальным предметом, которым стремятся овладеть современные школьники независимо от выбранных ими профильных предметов (математика, история, химия, физика и др.). Таким образом, владение иностранным языком становится одним из важнейших средств социализации и успешной профессиональной деятельности выпускника школы.

Возрастает значимость владения разными иностранными языками как в качестве первого, так и в качестве второго. Расширение номенклатуры изучаемых языков соответствует стра-

тегическим интересам России в эпоху постглобализации и многополярного мира. Знание родного языка экономического или политического партнёра обеспечивает более эффективное общение, учитывающее особенности культуры партнёра, что позволяет успешнее решать возникающие проблемы и избегать конфликтов.

Естественно, возрастание значимости владения иностранными языками приводит к переосмыслению целей и содержания обучения предмету.

ЦЕЛИ УЧЕБНОГО ПРЕДМЕТА «ИНОСТРАННЫЙ (АНГЛИЙСКИЙ) ЯЗЫК»

В свете сказанного выше цели иноязычного образования становятся более сложными по структуре, формулируются на *ценностном, когнитивном и прагматическом* уровнях и, соответственно, воплощаются в личностных, метапредметных/общеучебных/универсальных и предметных результатах обучения. А иностранные языки признаются средством общения и ценным ресурсом личности для самореализации и социальной адаптации; инструментом развития умений поиска, обработки и использования информации в познавательных целях, одним из средств воспитания качеств гражданина, патриота; развития национального самосознания, стремления к взаимопониманию между людьми разных стран.

На прагматическом уровне *целью иноязычного образования* провозглашено формирование коммуникативной компетенции обучающихся в единстве таких её составляющих, как речевая, языковая, социокультурная, компенсаторная компетенции:

- *речевая компетенция* — развитие коммуникативных умений в четырёх основных видах речевой деятельности (говорении, аудировании, чтении, письме);
- *языковая компетенция* — овладение новыми языковыми средствами (фонетическими, орфографическими, лексическими, грамматическими) в соответствии с отобранными темами общения; освоение знаний о языковых явлениях изучаемого языка, разных способах выражения мысли в родном и иностранном языках;
- *социокультурная/межкультурная компетенция* — приобщение к культуре, традициям реалиям стран/страны изучаемого языка в рамках тем и ситуаций общения, отвечающих опыту, интересам, психологическим особенностям учащихся основной школы на разных её этапах; формирование умения

представлять свою страну, её культуру в условиях межкультурного общения;

— *компенсаторная компетенция* — развитие умений выходить из положения в условиях дефицита языковых средств при получении и передаче информации.

Наряду с иноязычной коммуникативной компетенцией средствами иностранного языка формируются *ключевые универсальные учебные компетенции*, включающие образовательную, ценностно-ориентационную, общекультурную, учебно-познавательную, информационную, социально-трудовую и компетенцию личностного самосовершенствования.

В соответствии с личностно ориентированной парадигмой образования основными подходами к обучению *иностранным языкам* признаются компетентностный, системно-деятельностный, межкультурный и коммуникативно-когнитивный. Совокупность перечисленных подходов предполагает возможность реализовать поставленные цели, добиться достижения планируемых результатов в рамках содержания, отобранного для основной школы, использования новых педагогических технологий (дифференциация, индивидуализация, проектная деятельность и др.) и использования современных средств обучения.

МЕСТО УЧЕБНОГО ПРЕДМЕТА

«ИНОСТРАННЫЙ (АНГЛИЙСКИЙ) ЯЗЫК» В УЧЕБНОМ ПЛАНЕ

Обязательный учебный предмет «Иностранный (английский) язык» входит в предметную область «Иностранные языки» наряду с предметом «Второй иностранный язык», изучение которого происходит при наличии потребности обучающихся и при условии, что в образовательной организации имеются условия (кадровая обеспеченность, технические и материальные условия), позволяющие достигнуть заявленных в ФГОС ООО предметных результатов.

Учебный предмет «Иностранный (английский) язык» изучается обязательно со 2 по 11 класс. На этапе основного общего образования минимально допустимое количество учебных часов, выделяемых на изучение первого иностранного языка, — 3 часа в неделю, что составляет по 102 учебных часа на каждом году обучения с 5 по 9 класс.

Требования к *предметным результатам* для основного общего образования констатируют необходимость к окончанию 9 класса владения умением общаться на иностранном (английском) языке в разных формах (устно/письменно, непосред-

ственно/опосредованно, в том числе через Интернет) на допороговом уровне (уровне А2 в соответствии с Общеввропейскими компетенциями владения иностранным языком)¹.

Данный уровень позволит выпускникам основной школы использовать иностранный язык для продолжения образования на старшей ступени обучения в школе и для дальнейшего самообразования.

Рабочая программа состоит из четырёх разделов: введение; содержание образования по английскому языку для данной ступени школьного образования по годам обучения (5—9 классы), планируемые результаты (личностные, метапредметные результаты освоения учебного предмета «Иностранный (английский) язык» на уровне основного общего образования), предметные результаты по английскому языку по годам обучения (5—9 классы); тематическое планирование по годам обучения (5—9 классы).

СОДЕРЖАНИЕ ОБУЧЕНИЯ УЧЕБНОМУ ПРЕДМЕТУ «АНГЛИЙСКИЙ ЯЗЫК»

5 класс

Коммуникативные умения

Формирование умения общаться в устной и письменной форме, используя рецептивные и продуктивные виды речевой деятельности в рамках тематического содержания речи.

Моя семья. Мои друзья. Семейные праздники: день рождения, Новый год.

Внешность и характер человека/литературного персонажа.

Досуг и увлечения/хобби современного подростка (чтение, кино, спорт).

Здоровый образ жизни: режим труда и отдыха, здоровое питание.

Покупки: одежда, обувь и продукты питания.

Школа, школьная жизнь, школьная форма, изучаемые предметы. Переписка с зарубежными сверстниками.

Каникулы в различное время года. Виды отдыха.

¹ Common European Framework of Reference for Languages: Learning, teaching, assessment. <https://www.coe.int/en/web/common-european-framework-reference-languages>

Природа: дикие и домашние животные. Погода.

Родной город/село. Транспорт.

Родная страна и страна/страны изучаемого языка. Их географическое положение, столицы; достопримечательности, культурные особенности (национальные праздники, традиции, обычаи).

Выдающиеся люди родной страны и страны/стран изучаемого языка: писатели, поэты.

Говорение

Развитие коммуникативных умений *диалогической речи* на базе умений, сформированных в начальной школе:

диалог этикетного характера: начинать, поддерживать и заканчивать разговор (в том числе разговор по телефону); поздравлять с праздником и вежливо реагировать на поздравление; выражать благодарность; вежливо соглашаться на предложение/отказываться от предложения собеседника;

диалог — побуждение к действию: обращаться с просьбой, вежливо соглашаться/не соглашаться выполнить просьбу; приглашать собеседника к совместной деятельности, вежливо соглашаться/не соглашаться на предложение собеседника;

диалог-расспрос: сообщать фактическую информацию, отвечая на вопросы разных видов; запрашивать интересующую информацию.

Вышеперечисленные умения диалогической речи развиваются в стандартных ситуациях неофициального общения в рамках тематического содержания речи класса с опорой на речевые ситуации, ключевые слова и/или иллюстрации, фотографии с соблюдением норм речевого этикета, принятых в стране/странах изучаемого языка.

Объём диалога — до 5 реплик со стороны каждого собеседника.

Развитие коммуникативных умений *монологической речи* на базе умений, сформированных в начальной школе:

- создание устных связных монологических высказываний с использованием основных коммуникативных типов речи:
 - описание (предмета, внешности и одежды человека), в том числе характеристика (черты характера реального человека или литературного персонажа);
 - повествование/сообщение;
- изложение (пересказ) основного содержания прочитанного текста;

- краткое изложение результатов выполненной проектной работы.

Данные умения монологической речи развиваются в стандартных ситуациях неофициального общения в рамках тематического содержания речи с опорой на ключевые слова, вопросы, план и/или иллюстрации, фотографии.

Объём монологического высказывания — 5—6 фраз.

Аудирование

Развитие коммуникативных умений **аудирования** на базе умений, сформированных в начальной школе:

при непосредственном общении: понимание на слух речи учителя и одноклассников и вербальная/невербальная реакция на услышанное;

при опосредованном общении: дальнейшее развитие умений восприятия и понимания на слух несложных адаптированных аутентичных текстов, содержащих отдельные незнакомые слова, с разной глубиной проникновения в их содержание в зависимости от поставленной коммуникативной задачи: с пониманием основного содержания, с пониманием запрашиваемой информации с опорой и без опоры на иллюстрации.

Аудирование с пониманием основного содержания текста предполагает умение определять основную тему и главные факты/события в воспринимаемом на слух тексте; игнорировать незнакомые слова, несущественные для понимания основного содержания.

Аудирование с пониманием запрашиваемой информации предполагает умение выделять запрашиваемую информацию, представленную в эксплицитной (явной) форме, в воспринимаемом на слух тексте.

Тексты для аудирования: диалог (беседа), высказывания собеседников в ситуациях повседневного общения, рассказ, сообщение информационного характера.

Время звучания текста/текстов для аудирования — до 1 минуты.

Смысловое чтение

Развитие сформированных в начальной школе умений читать про себя и понимать учебные и несложные адаптированные аутентичные тексты разных жанров и стилей, содержащие отдельные незнакомые слова, с различной глубиной проникновения в их содержание в зависимости от поставленной коммуни-

кативной задачи: с пониманием основного содержания, с пониманием запрашиваемой информации.

Чтение с пониманием основного содержания текста предполагает умение определять основную тему и главные факты/события в прочитанном тексте, игнорировать незнакомые слова, несущественные для понимания основного содержания.

Чтение с пониманием запрашиваемой информации предполагает умение находить в прочитанном тексте и понимать запрашиваемую информацию, представленную в эксплицитной (явной) форме.

Чтение сплошных текстов (таблиц) и понимание представленной в них информации.

Тексты для чтения: беседа/диалог, рассказ, сказка, сообщение личного характера, отрывок из статьи научно-популярного характера, сообщение информационного характера, стихотворение; сплошной текст (таблица).

Объём текста/текстов для чтения — 180—200 слов.

Письменная речь

Развитие умений письменной речи на базе умений, сформированных в начальной школе:

списывание текста и выписывание из него слов, словосочетаний, предложений в соответствии с решаемой коммуникативной задачей;

написание коротких поздравлений с праздниками (с Новым годом, Рождеством, днём рождения);

заполнение анкет и формуляров: сообщение о себе основных сведений в соответствии с нормами, принятыми в стране/странах изучаемого языка;

написание электронного сообщения личного характера: сообщение кратких сведений о себе; оформление обращения, завершающей фразы и подписи в соответствии с нормами неофициального общения, принятыми в стране/странах изучаемого языка. Объём сообщения — до 60 слов.

Языковые знания и умения

Фонетическая сторона речи

Различение на слух и адекватное, без ошибок, ведущих к сбою в коммуникации, произнесение слов с соблюдением правильного ударения и фраз с соблюдением их ритмико-интонационных особенностей, в том числе отсутствия фразового уда-

рения на служебных словах; чтение новых слов согласно основным правилам чтения.

Чтение вслух небольших адаптированных аутентичных текстов, построенных на изученном языковом материале, с соблюдением правил чтения и соответствующей интонации, демонстрирующее понимание текста.

Тексты для чтения вслух: беседа/диалог, рассказ, отрывок из статьи научно-популярного характера, сообщение информационного характера.

Объём текста для чтения вслух — до 90 слов.

Графика, орфография и пунктуация

Правильное написание изученных слов.

Правильное использование знаков препинания: точки, вопросительного и восклицательного знаков в конце предложения; запятой при перечислении и обращении; апострофа.

Пунктуационно правильное, в соответствии с нормами речевого этикета, принятыми в стране/странах изучаемого языка, оформление электронного сообщения личного характера.

Лексическая сторона речи

Распознавание в письменном и звучащем тексте и употребление в устной и письменной речи лексических единиц (слов, словосочетаний, речевых клише), обслуживающих ситуации общения в рамках тематического содержания речи, с соблюдением существующей в английском языке нормы лексической сочетаемости.

Объём изучаемой лексики: 625 лексических единиц для продуктивного использования (включая 500 лексических единиц, изученных в начальной школе) и 675 лексических единиц для рецептивного усвоения (включая 625 лексических единиц продуктивного минимума).

Основные способы словообразования:

а) аффиксация:

образование имён существительных при помощи суффиксов -er/-or (teacher/visitor), -ist (scientist, tourist), -sion/-tion (discussion/invitation);

образование имён прилагательных при помощи суффиксов -ful (wonderful), -ian/-an (Russian/American);

образование наречий при помощи суффикса -ly (recently);

образование имён прилагательных, имён существительных и наречий при помощи отрицательного префикса un- (unhappy, unreality, unusually).

Грамматическая сторона речи

Распознавание в письменном и звучащем тексте и употребление в устной и письменной речи изученных морфологических форм и синтаксических конструкций английского языка.

Предложения с несколькими обстоятельствами, следующими в определённом порядке.

Вопросительные предложения (альтернативный и разделительный вопросы в Present/Past/Future Simple Tense).

Глаголы в видо-временных формах действительного залога в изъявительном наклонении в Present Perfect Tense в повествовательных (утвердительных и отрицательных) и вопросительных предложениях.

Имена существительные во множественном числе, в том числе имена существительные, имеющие форму только множественного числа.

Имена существительные с причастиями настоящего и прошедшего времени.

Наречия в положительной, сравнительной и превосходной степенях, образованные по правилу, и исключения.

Социокультурные знания и умения

Знание и использование социокультурных элементов речевого поведенческого этикета в стране/странах изучаемого языка в рамках тематического содержания (в ситуациях общения, в том числе «В семье», «В школе», «На улице»).

Знание и использование в устной и письменной речи наиболее употребительной тематической фоновой лексики и реалий в рамках отобранного тематического содержания (некоторые национальные праздники, традиции в проведении досуга и питания).

Знание социокультурного портрета родной страны и страны/стран изучаемого языка: знакомство с традициями проведения основных национальных праздников (Рождества, Нового года и т. д.); с особенностями образа жизни и культуры страны/стран изучаемого языка (известных достопримечательностях, выдающихся людях); с доступными в языковом отношении образцами детской поэзии и прозы на английском языке.

Формирование умений:

писать свои имя и фамилию, а также имена и фамилии своих родственников и друзей на английском языке;

правильно оформлять свой адрес на английском языке (в анкете, формуляре);

кратко представлять Россию и страну/страны изучаемого языка;

кратко представлять некоторые культурные явления родной страны и страны/стран изучаемого языка (основные национальные праздники, традиции в проведении досуга и питании).

Компенсаторные умения

Использование при чтении и аудировании языковой, в том числе контекстуальной, догадки.

Использование в качестве опоры при порождении собственных высказываний ключевых слов, плана.

Игнорирование информации, не являющейся необходимой для понимания основного содержания прочитанного/прослушанного текста или для нахождения в тексте запрашиваемой информации.

6 класс

Коммуникативные умения

Формирование умения общаться в устной и письменной форме, используя рецептивные и продуктивные виды речевой деятельности в рамках тематического содержания речи.

Взаимоотношения в семье и с друзьями. Семейные праздники.

Внешность и характер человека/литературного персонажа.

Досуг и увлечения/хобби современного подростка (чтение, кино, театр, спорт).

Здоровый образ жизни: режим труда и отдыха, фитнес, сбалансированное питание.

Покупки: одежда, обувь и продукты питания.

Школа, школьная жизнь, школьная форма, изучаемые предметы, любимый предмет, правила поведения в школе. Переписка с зарубежными сверстниками.

Переписка с зарубежными сверстниками.

Каникулы в различное время года. Виды отдыха.

Путешествия по России и зарубежным странам.

Природа: дикие и домашние животные. Климат, погода.

Жизнь в городе и сельской местности. Описание родного города/села. Транспорт.

Родная страна и страна/страны изучаемого языка. Их географическое положение, столицы, население; официальные языки, достопримечательности, культурные особенности (национальные праздники, традиции, обычаи).

Выдающиеся люди родной страны и страны/стран изучаемого языка: писатели, поэты, учёные.

Говорение

Развитие коммуникативных умений *диалогической речи*, а именно умений вести:

диалог этикетного характера: начинать, поддерживать и заканчивать разговор, вежливо переспрашивать; поздравлять с праздником, выражать пожелания и вежливо реагировать на поздравление; выражать благодарность; вежливо соглашаться на предложение/отказываться от предложения собеседника;

диалог — побуждение к действию: обращаться с просьбой, вежливо соглашаться/не соглашаться выполнить просьбу; приглашать собеседника к совместной деятельности, вежливо соглашаться/не соглашаться на предложение собеседника, объясняя причину своего решения;

диалог-расспрос: сообщать фактическую информацию, отвечая на вопросы разных видов; выражать своё отношение к обсуждаемым фактам и событиям; запрашивать интересующую информацию; переходить с позиции спрашивающего на позицию отвечающего и наоборот.

Вышеперечисленные умения диалогической речи развиваются в стандартных ситуациях неофициального общения в рамках тематического содержания речи с опорой на речевые ситуации, ключевые слова и/или иллюстрации, фотографии с соблюдением норм речевого этикета, принятых в стране/странах изучаемого языка.

Объём диалога — до 5 реплик со стороны каждого собеседника.

Развитие коммуникативных умений *монологической речи*:

- создание устных связных монологических высказываний с использованием основных коммуникативных типов речи:
 - описание (предмета, внешности и одежды человека), в том числе характеристика (черты характера реального человека или литературного персонажа);
 - повествование/сообщение;
- изложение (пересказ) основного содержания прочитанного текста;
- краткое изложение результатов выполненной проектной работы.

Данные умения монологической речи развиваются в стандартных ситуациях неофициального общения в рамках темати-

ческого содержания речи с опорой на ключевые слова, план, вопросы, таблицы и/или иллюстрации, фотографии.

Объём монологического высказывания — 7—8 фраз.

Аудирование

При непосредственном общении: понимание на слух речи учителя и одноклассников и вербальная/невербальная реакция на услышанное.

При опосредованном общении: дальнейшее развитие восприятия и понимания на слух несложных адаптированных аутентичных аудиотекстов, содержащих отдельные незнакомые слова, с разной глубиной проникновения в их содержание в зависимости от поставленной коммуникативной задачи: с пониманием основного содержания, с пониманием запрашиваемой информации.

Аудирование с пониманием основного содержания текста предполагает умение определять основную тему и главные факты/события в воспринимаемом на слух тексте; игнорировать незнакомые слова, несущественные для понимания основного содержания.

Аудирование с пониманием запрашиваемой информации, предполагает умение выделять запрашиваемую информацию, представленную в эксплицитной (явной) форме, в воспринимаемом на слух тексте.

Тексты для аудирования: высказывания собеседников в ситуациях повседневного общения, диалог (беседа), рассказ, сообщение информационного характера.

Время звучания текста/текстов для аудирования — до 1,5 минуты.

Смысловое чтение

Развитие умения читать про себя и понимать адаптированные аутентичные тексты разных жанров и стилей, содержащие отдельные незнакомые слова, с различной глубиной проникновения в их содержание в зависимости от поставленной коммуникативной задачи: с пониманием основного содержания, с пониманием запрашиваемой информации.

Чтение с пониманием основного содержания текста предполагает умение определять тему/основную мысль, главные факты/события; прогнозировать содержание текста по заголовку/началу текста; игнорировать незнакомые слова, несущественные для понимания основного содержания; понимать интернациональные слова в контексте.

Чтение с пониманием запрашиваемой информации предполагает умения находить в прочитанном тексте и понимать запрашиваемую информацию.

Чтение несплошных текстов (таблиц) и понимание представленной в них информации.

Тексты для чтения: беседа; отрывок из художественного произведения, в том числе рассказ, сказка; отрывок из статьи научно-популярного характера; сообщение информационного характера; сообщение личного характера; объявление; кулинарный рецепт; стихотворение; несплошной текст (таблица).

Объём текста/текстов для чтения — 250—300 слов.

Письменная речь

Развитие умений письменной речи:

списывание текста и выписывание из него слов, словосочетаний, предложений в соответствии с решаемой коммуникативной задачей;

заполнение анкет и формуляров: сообщение о себе основных сведений в соответствии с нормами, принятыми в англоговорящих странах;

написание электронного сообщения личного характера: сообщать краткие сведения о себе; расспрашивать друга/подругу по переписке о его/её увлечениях; выражать благодарность, извинение; оформлять обращение, завершающую фразу и подпись в соответствии с нормами неофициального общения, принятыми в стране/странах изучаемого языка. Объём письма — до 70 слов;

создание небольшого письменного высказывания с опорой на образец, план, иллюстрацию. Объём письменного высказывания — до 70 слов.

Языковые знания и умения

Фонетическая сторона речи

Различение на слух и адекватное, без фонематических ошибок, ведущих к сбою в коммуникации, произнесение слов с соблюдением правильного ударения и фраз с соблюдением их ритмико-интонационных особенностей, в том числе отсутствия фразового ударения на служебных словах; чтение новых слов согласно основным правилам чтения.

Чтение вслух небольших адаптированных аутентичных текстов, построенных на изученном языковом материале, с соблюдением правил чтения и соответствующей интонации, демонстрирующее понимание текста.

Тексты для чтения вслух: сообщение информационного характера, отрывок из статьи научно-популярного характера, рассказ, диалог (беседа).

Объём текста для чтения вслух — до 95 слов.

Графика, орфография и пунктуация

Правильное написание изученных слов.

Правильное использование знаков препинания: точки, вопросительного и восклицательного знаков в конце предложения; запятой при перечислении и обращении; апострофа.

Пунктуационно правильное, в соответствии с нормами речевого этикета, принятыми в стране/странах изучаемого языка, оформление электронного сообщения личного характера.

Лексическая сторона речи

Распознавание в письменном и звучащем тексте и употребление в устной и письменной речи лексических единиц (слов, словосочетаний, речевых клише), обслуживающих ситуации общения в рамках тематического содержания речи, с соблюдением существующей в английском языке нормы лексической сочетаемости.

Распознавание в звучащем и письменном тексте и употребление в устной и письменной речи различных средств связи для обеспечения логичности и целостности высказывания.

Объём: около 750 лексических единиц для продуктивного использования (включая 650 лексических единиц, изученных ранее) и около 800 лексических единиц для рецептивного усвоения (включая 750 лексических единиц продуктивного минимума).

Основные способы словообразования:

аффиксация:

образование имён существительных при помощи суффикса -ing (reading);

образование имён прилагательных при помощи суффиксов -al (typical), -ing (amazing), -less (useless), -ive (impressive).

Синонимы. Антонимы. Интернациональные слова.

Грамматическая сторона речи

Распознавание в письменном и звучащем тексте и употребление в устной и письменной речи изученных морфологических форм и синтаксических конструкций английского языка.

Сложноподчинённые предложения с придаточными определительными с союзными словами who, which, that.

Сложноподчинённые предложения с придаточными времени с союзами *for, since*.

Предложения с конструкциями *as ... as, not so ... as*.

Все типы вопросительных предложений (общий, специальный, альтернативный, разделительный вопросы) в *Present/Past Continuous Tense*.

Глаголы в видо-временных формах действительного залога в изъявительном наклонении в *Present/Past Continuous Tense*.

Модальные глаголы и их эквиваленты (*can/be able to, must/have to, may, should, need*).

Слова, выражающие количество (*little/a little, few/a few*).

Возвратные, неопределённые местоимения (*some, any*) и их производные (*somebody, anybody; something, anything, etc.*) *every* и производные (*everybody, everything, etc.*) в повествовательных (утвердительных и отрицательных) и вопросительных предложениях.

Числительные для обозначения дат и больших чисел (100—1000).

Социокультурные знания и умения

Знание и использование отдельных социокультурных элементов речевого поведенческого этикета в стране/странах изучаемого языка в рамках тематического содержания речи (в ситуациях общения, в том числе «Дома», «В магазине»).

Знание и использование в устной и письменной речи наиболее употребительной тематической фоновой лексики и реалий в рамках тематического содержания (некоторые национальные праздники, традиции в питании и проведении досуга, этикетные особенности посещения гостей).

Знание социокультурного портрета родной страны и страны/стран изучаемого языка: знакомство с государственной символикой (флагом), некоторыми национальными символами; традициями проведения основных национальных праздников (Рождества, Нового года, Дня матери и т. д.); с особенностями образа жизни и культуры страны/стран изучаемого языка (известными достопримечательностями, некоторыми выдающимися людьми); с доступными в языковом отношении образцами детской поэзии и прозы на английском языке.

Развитие умений:

писать свои имя и фамилию, а также имена и фамилии своих родственников и друзей на английском языке;

правильно оформлять свой адрес на английском языке (в анкете, формуляре);

кратко представлять Россию и страну/страны изучаемого языка;

кратко представлять некоторые культурные явления родной страны и страны/стран изучаемого языка (основные национальные праздники, традиции в проведении досуга и питании); наиболее известные достопримечательности;

кратко рассказывать о выдающихся людях родной страны и страны/стран изучаемого языка (учёных, писателях, поэтах).

Компенсаторные умения

Использование при чтении и аудировании языковой догадки, в том числе контекстуальной.

Использование в качестве опоры при порождении собственных высказываний ключевых слов, плана.

Игнорирование информации, не являющейся необходимой для понимания основного содержания прочитанного/прослушанного текста или для нахождения в тексте запрашиваемой информации.

Сравнение (в том числе установление основания для сравнения) объектов, явлений, процессов, их элементов и основных функций в рамках изученной тематики.

7 класс

Коммуникативные умения

Формирование умения общаться в устной и письменной форме, используя рецептивные и продуктивные виды речевой деятельности в рамках тематического содержания речи.

Взаимоотношения в семье и с друзьями. Семейные праздники. Обязанности по дому.

Внешность и характер человека/литературного персонажа.

Досуг и увлечения/хобби современного подростка (чтение, кино, театр, музей, спорт, музыка).

Здоровый образ жизни: режим труда и отдыха, фитнес, сбалансированное питание.

Покупки: одежда, обувь и продукты питания.

Школа, школьная жизнь, школьная форма, изучаемые предметы, любимый предмет, правила поведения в школе, посещение школьной библиотеки/ресурсного центра. Переписка с зарубежными сверстниками.

Каникулы в различное время года. Виды отдыха. Путешествия по России и зарубежным странам.

Природа: дикие и домашние животные. Климат, погода.

Жизнь в городе и сельской местности. Описание родного города/села. Транспорт.

Средства массовой информации (телевидение, журналы, Интернет).

Родная страна и страна/страны изучаемого языка. Их географическое положение, столицы; население; официальные языки; достопримечательности, культурные особенности (национальные праздники, традиции, обычаи).

Выдающиеся люди родной страны и страны/стран изучаемого языка: учёные, писатели, поэты, спортсмены.

Говорение

Развитие коммуникативных умений *диалогической речи*, а именно умений вести: диалог этикетного характера, диалог — побуждение к действию, диалог-расспрос; комбинированный диалог, включающий различные виды диалогов:

диалог этикетного характера: начинать, поддерживать и заканчивать разговор, вежливо переспрашивать; поздравлять с праздником, выражать пожелания и вежливо реагировать на поздравление; выражать благодарность; вежливо соглашаться на предложение/отказываться от предложения собеседника;

диалог — побуждение к действию: обращаться с просьбой, вежливо соглашаться/не соглашаться выполнить просьбу; приглашать собеседника к совместной деятельности, вежливо соглашаться/не соглашаться на предложение собеседника, объясняя причину своего решения;

диалог-расспрос: сообщать фактическую информацию, отвечая на вопросы разных видов; выражать своё отношение к обсуждаемым фактам и событиям; запрашивать интересующую информацию; переходить с позиции спрашивающего на позицию отвечающего и наоборот.

Названные умения диалогической речи развиваются в стандартных ситуациях неофициального общения в рамках тематического содержания речи с использованием ключевых слов, речевых ситуаций и/или иллюстраций, фотографий с соблюдением норм речевого этикета, принятых в стране/странах изучаемого языка.

Объём диалога — до 6 реплик со стороны каждого собеседника.

Развитие коммуникативных умений *монологической речи*:

- создание устных связных монологических высказываний с использованием основных коммуникативных типов речи:
 - описание (предмета, местности, внешности и одежды человека), в том числе характеристика (черты характера реального человека или литературного персонажа);
 - повествование/сообщение;
- изложение (пересказ) основного содержания прочитанного/прослушанного текста;
- краткое изложение результатов выполненной проектной работы.

Данные умения монологической речи развиваются в стандартных ситуациях неофициального общения в рамках тематического содержания речи с опорой на ключевые слова, план, вопросы и/или иллюстрации, фотографии, таблицы.

Объём монологического высказывания — 8—9 фраз.

Аудирование

При непосредственном общении: понимание на слух речи учителя и одноклассников и вербальная/невербальная реакция на услышанное.

При опосредованном общении: дальнейшее развитие восприятия и понимания на слух несложных аутентичных текстов, содержащих отдельные незнакомые слова, с разной глубиной проникновения в их содержание в зависимости от поставленной коммуникативной задачи: с пониманием основного содержания; с пониманием запрашиваемой информации.

Аудирование с пониманием основного содержания текста предполагает умение определять основную тему/идею и главные факты/события в воспринимаемом на слух тексте; игнорировать незнакомые слова, не существенные для понимания основного содержания.

Аудирование с пониманием запрашиваемой информации предполагает умение выделять запрашиваемую информацию, представленную в эксплицитной (явной) форме, в воспринимаемом на слух тексте.

Тексты для аудирования: диалог (беседа), высказывания собеседников в ситуациях повседневного общения, рассказ, сообщение информационного характера.

Время звучания текста/текстов для аудирования — до 1,5 минуты.

Смысловое чтение

Развитие умения читать про себя и понимать несложные аутентичные тексты разных жанров и стилей, содержащие отдельные незнакомые слова, с различной глубиной проникновения в их содержание в зависимости от поставленной коммуникативной задачи: с пониманием основного содержания; с пониманием нужной/запрашиваемой информации; с полным пониманием содержания текста.

Чтение с пониманием основного содержания текста предполагает умение определять тему/основную мысль, главные факты/события; прогнозировать содержание текста по заголовку/началу текста; последовательность главных фактов/событий; умение игнорировать незнакомые слова, несущественные для понимания основного содержания; понимать интернациональные слова.

Чтение с пониманием нужной/запрашиваемой информации предполагает умение находить в прочитанном тексте и понимать запрашиваемую информацию.

Чтение с полным пониманием предполагает полное и точное понимание информации, представленной в тексте, в эксплицитной (явной) форме.

Чтение несплошных текстов (таблиц, диаграмм) и понимание представленной в них информации.

Тексты для чтения: интервью; диалог (беседа); отрывок из художественного произведения, в том числе рассказа; отрывок из статьи научно-популярного характера; сообщение информационного характера; объявление; кулинарный рецепт; сообщение личного характера; стихотворение; несплошной текст (таблица, диаграмма).

Объём текста/текстов для чтения — до 350 слов.

Письменная речь

Развитие умений письменной речи:

списывание текста и выписывание из него слов, словосочетаний, предложений в соответствии с решаемой коммуникативной задачей; составление плана прочитанного текста;

заполнение анкет и формуляров: сообщение о себе основных сведений в соответствии с нормами, принятыми в стране/странах изучаемого языка;

написание электронного сообщения личного характера: сообщать краткие сведения о себе, расспрашивать друга/подругу по переписке о его/её увлечениях, выражать благодарность, из-

винение, просьбу; оформлять обращение, завершающую фразу и подпись в соответствии с нормами неофициального общения, принятыми в стране/странах изучаемого языка. Объём письма — до 90 слов;

создание небольшого письменного высказывания с опорой на образец, план, таблицу. Объём письменного высказывания — до 90 слов.

Языковые знания и умения

Фонетическая сторона речи

Различение на слух и адекватное, без фонематических ошибок, ведущих к сбою в коммуникации, произнесение слов с соблюдением правильного ударения и фраз с соблюдением их ритмико-интонационных особенностей, в том числе отсутствия фразового ударения на служебных словах; чтение новых слов согласно основным правилам чтения.

Чтение вслух небольших аутентичных текстов, построенных на изученном языковом материале, с соблюдением правил чтения и соответствующей интонации, демонстрирующее понимание текста.

Тексты для чтения вслух: диалог (беседа), рассказ, сообщение информационного характера, отрывок из статьи научно-популярного характера.

Объём текста для чтения вслух — до 100 слов.

Графика, орфография и пунктуация

Правильное написание изученных слов.

Правильное использование знаков препинания: точки, вопросительного и восклицательного знаков в конце предложения; запятой при перечислении и обращении; апострофа.

Пунктуационно правильное, в соответствии с нормами речевого этикета, принятыми в стране/странах изучаемого языка, оформление электронного сообщения личного характера.

Лексическая сторона речи

Распознавание в письменном и звучащем тексте и употребление в устной и письменной речи лексических единиц (слов, словосочетаний, речевых клише), обслуживающих ситуации общения в рамках тематического содержания речи, с соблюдением существующей в английском языке нормы лексической сочетаемости.

Распознавание в звучащем и письменном тексте и употребление в устной и письменной речи различных средств связи для обеспечения логичности и целостности высказывания.

Объём — 900 лексических единиц для продуктивного использования (включая 750 лексических единиц, изученных ранее) и 1000 лексических единиц для рецептивного усвоения (включая 900 лексических единиц продуктивного минимума).

Основные способы словообразования:

а) аффиксация:

образование имён существительных при помощи префикса un- (unreality) и при помощи суффиксов: -ment (development), -ness (darkness);

образование имён прилагательных при помощи суффиксов -ly (friendly), -ous (famous), -y (busy);

образование имён прилагательных и наречий при помощи префиксов in-/im- (informal, independently, impossible);

б) словосложение:

образование сложных прилагательных путём соединения основы прилагательного с основой существительного с добавлением суффикса -ed (blue-eyed).

Многозначные лексические единицы. Синонимы. Антонимы. Интернациональные слова. Наиболее частотные фразовые глаголы.

Грамматическая сторона речи

Распознавание в письменном и звучащем тексте и употребление в устной и письменной речи изученных морфологических форм и синтаксических конструкций английского языка.

Предложения со сложным дополнением (Complex Object).

Условные предложения реального (Conditional 0, Conditional I) характера;

предложения с конструкцией to be going to + инфинитив и формы Future Simple Tense и Present Continuous Tense для выражения будущего действия.

Конструкция used to + инфинитив глагола.

Глаголы в наиболее употребительных формах страдательного залога (Present/Past Simple Passive).

Предлоги, употребляемые с глаголами в страдательном залоге.

Модальный глагол might.

Наречия, совпадающие по форме с прилагательными (fast, high; early).

Местоимения other/another, both, all, one.

Количественные числительные для обозначения больших чисел (до 1 000 000).

Социокультурные знания и умения

Знание и использование отдельных социокультурных элементов речевого поведенческого этикета в стране/странах изучаемого языка в рамках тематического содержания (в ситуациях общения, в том числе «В городе», «Проведение досуга», «Во время путешествия»).

Знание и использование в устной и письменной речи наиболее употребительной тематической фоновой лексики и реалий в рамках отобранного тематического содержания (основные национальные праздники, традиции в питании и проведении досуга, система образования).

Социокультурный портрет родной страны и страны/стран изучаемого языка: знакомство с традициями проведения основных национальных праздников (Рождества, Нового года, Дня матери и т. д.); с особенностями образа жизни и культуры страны/стран изучаемого языка (известными достопримечательностями; некоторыми выдающимися людьми); с доступными в языковом отношении образцами поэзии и прозы для подростков на английском языке.

Развитие умений:

писать свои имя и фамилию, а также имена и фамилии своих родственников и друзей на английском языке;

правильно оформлять свой адрес на английском языке (в анкете);

правильно оформлять электронное сообщение личного характера в соответствии с нормами неофициального общения, принятыми в стране/странах изучаемого языка;

кратко представлять Россию и страну/страны изучаемого языка;

кратко представлять некоторые культурные явления родной страны и страны/стран изучаемого языка (основные национальные праздники, традиции в проведении досуга и питании); наиболее известные достопримечательности;

кратко рассказывать о выдающихся людях родной страны и страны/стран изучаемого языка (учёных, писателях, поэтах, спортсменах).

Компенсаторные умения

Использование при чтении и аудировании языковой, в том числе контекстуальной, догадки; при непосредственном общении догадываться о значении незнакомых слов с помощью используемых собеседником жестов и мимики.

Переспрашивать, просить повторить, уточняя значение незнакомых слов.

Использование в качестве опоры при порождении собственных высказываний ключевых слов, плана.

Игнорирование информации, не являющейся необходимой для понимания основного содержания прочитанного/прослушанного текста или для нахождения в тексте запрашиваемой информации.

Сравнение (в том числе установление основания для сравнения) объектов, явлений, процессов, их элементов и основных функций в рамках изученной тематики.

8 класс

Коммуникативные умения

Формирование умения общаться в устной и письменной форме, используя рецептивные и продуктивные виды речевой деятельности в рамках тематического содержания речи.

Взаимоотношения в семье и с друзьями.

Внешность и характер человека/литературного персонажа.

Досуг и увлечения/хобби современного подростка (чтение, кино, театр, музей, спорт, музыка).

Здоровый образ жизни: режим труда и отдыха, фитнес, сбалансированное питание. Посещение врача.

Покупки: одежда, обувь и продукты питания. Карманные деньги.

Школа, школьная жизнь, школьная форма, изучаемые предметы и отношение к ним. Посещение школьной библиотеки/ресурсного центра. Переписка с зарубежными сверстниками.

Виды отдыха в различное время года. Путешествия по России и зарубежным странам.

Природа: флора и фауна. Проблемы экологии. Климат, погода. Стихийные бедствия.

Условия проживания в городской/сельской местности. Транспорт.

Средства массовой информации (телевидение, радио, пресса, Интернет).

Родная страна и страна/страны изучаемого языка. Их географическое положение, столицы; население; официальные языки; достопримечательности, культурные особенности (национальные праздники, традиции, обычаи).

Выдающиеся люди родной страны и страны/стран изучаемого языка: учёные, писатели, поэты, художники, музыканты, спортсмены.

Говорение

Развитие коммуникативных умений *диалогической речи*, а именно умений вести разные виды диалогов (диалог этикетного характера, диалог — побуждение к действию, диалог-расспрос; комбинированный диалог, включающий различные виды диалогов):

диалог этикетного характера: начинать, поддерживать и заканчивать разговор, вежливо переспрашивать; поздравлять с праздником, выражать пожелания и вежливо реагировать на поздравление; выражать благодарность; вежливо соглашаться на предложение/отказываться от предложения собеседника;

диалог — побуждение к действию: обращаться с просьбой, вежливо соглашаться/не соглашаться выполнить просьбу; приглашать собеседника к совместной деятельности, вежливо соглашаться/не соглашаться на предложение собеседника, объясняя причину своего решения;

диалог-расспрос: сообщать фактическую информацию, отвечая на вопросы разных видов; выражать своё отношение к обсуждаемым фактам и событиям; запрашивать интересующую информацию; переходить с позиции спрашивающего на позицию отвечающего и наоборот.

Названные умения диалогической речи развиваются в стандартных ситуациях неофициального общения в рамках тематического содержания речи с использованием ключевых слов, речевых ситуаций и/или иллюстраций, фотографий с соблюдением нормы речевого этикета, принятых в стране/странах изучаемого языка.

Объём диалога — до 7 реплик со стороны каждого собеседника.

Развитие коммуникативных умений *монологической речи*:

создание устных связных монологических высказываний с использованием основных коммуникативных типов речи:

- описание (предмета, местности, внешности и одежды человека), в том числе характеристика (черты характера реального человека или литературного персонажа);
- повествование/сообщение;
 - выражение и аргументирование своего мнения по отношению к услышанному/прочитанному;
 - изложение (пересказ) основного содержания прочитанного/прослушанного текста;
 - составление рассказа по картинкам;
 - изложение результатов выполненной проектной работы.

Данные умения монологической речи развиваются в стандартных ситуациях неофициального общения в рамках тематического содержания речи с опорой на вопросы, ключевые слова, план и/или иллюстрации, фотографии, таблицы.

Объём монологического высказывания — 9—10 фраз.

Аудирование

При непосредственном общении: понимание на слух речи учителя и одноклассников и вербальная/невербальная реакция на услышанное; использование переспрос или просьбу повторить для уточнения отдельных деталей.

При опосредованном общении: дальнейшее развитие восприятия и понимания на слух несложных аутентичных текстов, содержащих отдельные неизученные языковые явления, с разной глубиной проникновения в их содержание в зависимости от поставленной коммуникативной задачи: с пониманием основного содержания; с пониманием нужной/интересующей/запрашиваемой информации.

Аудирование с пониманием основного содержания текста предполагает умение определять основную тему/идею и главные факты/события в воспринимаемом на слух тексте, отделять главную информацию от второстепенной, прогнозировать содержание текста по началу сообщения; игнорировать незнакомые слова, не существенные для понимания основного содержания.

Аудирование с пониманием нужной/интересующей/запрашиваемой информации предполагает умение выделять нужную/интересующую/запрашиваемую информацию, представленную в эксплицитной (явной) форме, в воспринимаемом на слух тексте.

Тексты для аудирования: диалог (беседа), высказывания собеседников в ситуациях повседневного общения, рассказ, сообщение информационного характера.

Время звучания текста/текстов для аудирования — до 2 минут.

Смысловое чтение

Развитие умения читать про себя и понимать несложные аутентичные тексты разных жанров и стилей, содержащие отдельные неизученные языковые явления, с различной глубиной проникновения в их содержание в зависимости от поставленной коммуникативной задачи: с пониманием основного содержания; с пониманием нужной/интересующей/запрашиваемой информации; с полным пониманием содержания.

Чтение *с пониманием основного содержания текста* предполагает умения: определять тему/основную мысль, выделять главные факты/события (опуская второстепенные); прогнозировать содержание текста по заголовку/началу текста; определять логическую последовательность главных фактов, событий; игнорировать незнакомые слова, несущественные для понимания основного содержания; понимать интернациональные слова.

Чтение *с пониманием нужной/интересующей/запрашиваемой информации* предполагает умение находить прочитанном тексте и понимать запрашиваемую информацию, представленную в эксплицитной (явной) форме; оценивать найденную информацию с точки зрения её значимости для решения коммуникативной задачи.

Чтение несплошных текстов (таблиц, диаграмм, схем) и понимание представленной в них информации.

Чтение *с полным пониманием содержания* несложных аутентичных текстов, содержащих отдельные неизученные языковые явления. В ходе чтения с полным пониманием формируются и развиваются умения полно и точно понимать текст на основе его информационной переработки (смыслового и структурного анализа отдельных частей текста, выборочного перевода), устанавливать причинно-следственную взаимосвязь изложенных в тексте фактов и событий, восстанавливать текст из разрозненных абзацев.

Тексты для чтения: интервью, диалог (беседа), рассказ, отрывок из художественного произведения, отрывок из статьи научно-популярного характера, сообщение информационного характера, объявление, кулинарный рецепт, меню, электронное сообщение личного характера, стихотворение.

Объём текста/текстов для чтения — 350—500 слов.

Письменная речь

Развитие умений письменной речи:

составление плана/тезисов устного или письменного сообщения;

заполнение анкет и формуляров: сообщение о себе основных сведений в соответствии с нормами, принятыми в стране/странах изучаемого языка;

написание электронного сообщения личного характера: сообщать краткие сведения о себе, излагать различные события, делиться впечатлениями, выражать благодарность/извинения/просьбу, запрашивать интересующую информацию; оформлять обращение, завершающую фразу и подпись в соответствии с нормами неофициального общения, принятыми в стране/странах изучаемого языка. Объем письма — до 110 слов;

создание небольшого письменного высказывания с опорой на образец, план, таблицу и/или прочитанный/прослушанный текст. Объем письменного высказывания — до 110 слов.

Языковые знания и умения

Фонетическая сторона речи

Различение на слух и адекватное, без фонематических ошибок, ведущих к сбою в коммуникации, произнесение слов с соблюдением правильного ударения и фраз с соблюдением их ритмико-интонационных особенностей, в том числе отсутствия фразового ударения на служебных словах; чтение новых слов согласно основным правилам чтения.

Чтение вслух небольших аутентичных текстов, построенных на изученном языковом материале, с соблюдением правил чтения и соответствующей интонации, демонстрирующее понимание текста.

Тексты для чтения вслух: сообщение информационного характера, отрывок из статьи научно-популярного характера, рассказ, диалог (беседа).

Объем текста для чтения вслух — до 110 слов.

Графика, орфография и пунктуация

Правильное написание изученных слов.

Правильное использование знаков препинания: точки, вопросительного и восклицательного знаков в конце предложения; запятой при перечислении и обращении; при вводных сло-

вах, обозначающих порядок мыслей и их связь (например, в английском языке: firstly/first of all, secondly, finally; on the one hand, on the other hand); апострофа.

Пунктуационно правильно в соответствии с нормами речевого этикета, принятыми в стране/странах изучаемого языка, оформлять электронное сообщение личного характера.

Лексическая сторона речи

Распознавание в письменном и звучащем тексте и употребление в устной и письменной речи лексических единиц (слов, словосочетаний, речевых клише), обслуживающих ситуации общения в рамках тематического содержания речи, с соблюдением существующей в английском языке нормы лексической сочетаемости.

Объём — 1050 лексических единиц для продуктивного использования (включая лексические единицы, изученные ранее) и 1250 лексических единиц для рецептивного усвоения (включая 1050 лексических единиц продуктивного минимума).

Основные способы словообразования:

а) аффиксация:

образование имен существительных при помощи суффиксов: -ance/-ence (performance/residence); -ity (activity); -ship (friendship);

образование имен прилагательных при помощи префикса inter- (international);

образование имен прилагательных при помощи -ed и -ing (interested—interesting);

б) конверсия:

образование имени существительного от неопределённой формы глагола (to walk — a walk);

образование глагола от имени существительного (a present — to present);

образование имени существительного от прилагательного (rich — the rich);

Многозначные лексические единицы. Синонимы. Антонимы. Интернациональные слова. Наиболее частотные фразовые глаголы. Сокращения и аббревиатуры.

Различные средства связи в тексте для обеспечения его целостности (firstly, however, finally, at last, etc.).

Грамматическая сторона речи

Распознавание в письменном и звучащем тексте и употребление в устной и письменной речи изученных морфологических форм и синтаксических конструкций английского языка.

Предложения со сложным дополнением (Complex Object) (I saw her cross/crossing the road.).

Повествовательные (утвердительные и отрицательные), вопросительные и побудительные предложения в косвенной речи в настоящем и прошедшем времени.

Все типы вопросительных предложений в Past Perfect Tense.

Согласование времен в рамках сложного предложения.

Согласование подлежащего, выраженного собирательным существительным (family, police) со сказуемым.

Конструкции с глаголами на -ing: to love/hate doing something.

Конструкции, содержащие глаголы-связки to be/to look/to feel/to seem.

Конструкции be/get used to + инфинитив глагола; be/get used to + инфинитив глагола; be/get used to doing something; be/get used to something.

Конструкция both ... and

Конструкции с глаголами to stop, to remember, to forget (пазница в значении to stop doing smth и to stop to do smth).

Глаголы в видо-временных формах действительного залога в изъявительном наклонении (Past Perfect Tense, Present Perfect Continuous Tense, Future-in-the-Past).

Модальные глаголы в косвенной речи в настоящем и прошедшем времени.

Неличные формы глагола (инфинитив, герундий, причастия настоящего и прошедшего времени).

Наречия too — enough.

Отрицательные местоимения no (и его производные nobody, nothing, etc.), none.

Социокультурные знания и умения

Осуществление межличностного и межкультурного общения с использованием знаний о национально-культурных особенностях своей страны и страны/стран изучаемого языка, основных социокультурных элементов речевого поведенческого этикета в англоязычной среде; знание и использование в устной и письменной речи наиболее употребительной тематической фоновой лексики и реалий в рамках тематического содержания.

Понимание речевых различий в ситуациях официального и неофициального общения в рамках отобранного тематического содержания и использование лексико-грамматических средств с их учётом.

Социокультурный портрет родной страны и страны/стран изучаемого языка: знакомство с традициями проведения основных национальных праздников (Рождества, Нового года, Дня матери, Дня благодарения и т. д.); с особенностями образа жизни и культуры страны/стран изучаемого языка (известными достопримечательностями; некоторыми выдающимися людьми); с доступными в языковом отношении образцами поэзии и прозы для подростков на английском языке.

Осуществление межличностного и межкультурного общения с использованием знаний о национально-культурных особенностях своей страны и страны/стран изучаемого языка.

Соблюдение нормы вежливости в межкультурном общении.

Знание социокультурного портрета родной страны и страны/стран изучаемого языка: символики, достопримечательностей; культурных особенностей (национальные праздники, традиции), образцов поэзии и прозы, доступных в языковом отношении.

Развитие умений:

кратко представлять Россию и страну/страны изучаемого языка (культурные явления, события, достопримечательности);

кратко рассказывать о некоторых выдающихся людях родной страны и страны/стран изучаемого языка (учёных, писателях, поэтах, художниках, музыкантах, спортсменах и т. д.);

оказывать помощь зарубежным гостям в ситуациях повседневного общения (объяснить местонахождение объекта, сообщить возможный маршрут и т. д.).

Компенсаторные умения

Использование при чтении и аудировании языковой, в том числе контекстуальной, догадки; использование при говорении и письме перифраз/толкование, синонимические средства, описание предмета вместо его названия; при непосредственном общении догадываться о значении незнакомых слов с помощью используемых собеседником жестов и мимики.

Переспрашивать, просить повторить, уточняя значение незнакомых слов.

Использование в качестве опоры при порождении собственных высказываний ключевых слов, плана.

Игнорирование информации, не являющейся необходимой для понимания основного содержания прочитанного/прослушанного текста или для нахождения в тексте запрашиваемой информации.

Сравнение (в том числе установление основания для сравнения) объектов, явлений, процессов, их элементов и основных функций в рамках изученной тематики.

9 класс

Коммуникативные умения

Формирование умения общаться в устной и письменной форме, используя рецептивные и продуктивные виды речевой деятельности в рамках тематического содержания речи.

Взаимоотношения в семье и с друзьями. Конфликты и их решение.

Внешность и характер человека/литературного персонажа.

Досуг и увлечения/хобби современного подростка (чтение, кино, театр, музыка, музей, спорт, живопись; компьютерные игры). Роль книги в жизни подростка.

Здоровый образ жизни: режим труда и отдыха, фитнес, сбалансированное питание. Посещение врача.

Покупки: одежда, обувь и продукты питания. Карманные деньги. Молодёжная мода.

Школа, школьная жизнь, изучаемые предметы и отношение к ним. Взаимоотношения в школе: проблемы и их решение. Переписка с зарубежными сверстниками.

Виды отдыха в различное время года. Путешествия по России и зарубежным странам. Транспорт.

Природа: флора и фауна. Проблемы экологии. Защита окружающей среды. Климат, погода. Стихийные бедствия.

Средства массовой информации (телевидение, радио, пресса, Интернет).

Родная страна и страна/страны изучаемого языка. Их географическое положение, столицы и крупные города, регионы; население; официальные языки; достопримечательности, культурные особенности (национальные праздники, знаменательные даты, традиции, обычаи); страницы истории.

Выдающиеся люди родной страны и страны/стран изучаемого языка, их вклад в науку и мировую культуру: государствен-

ные деятели, учёные, писатели, поэты, художники, музыканты, спортсмены.

Говорение

Развитие коммуникативных умений *диалогической речи*, а именно умений вести комбинированный диалог, включающий различные виды диалогов (этикетный диалог, диалог — побуждение к действию, диалог-расспрос); диалог — обмен мнениями:

диалог этикетного характера: начинать, поддерживать и заканчивать разговор, вежливо переспрашивать; поздравлять с праздником, выражать пожелания и вежливо реагировать на поздравление; выражать благодарность; вежливо соглашаться на предложение/отказываться от предложения собеседника;

диалог — побуждение к действию: обращаться с просьбой, вежливо соглашаться/не соглашаться выполнить просьбу; приглашать собеседника к совместной деятельности, вежливо соглашаться/не соглашаться на предложение собеседника, объясняя причину своего решения;

диалог-расспрос: сообщать фактическую информацию, отвечая на вопросы разных видов; выражать своё отношение к обсуждаемым фактам и событиям; запрашивать интересующую информацию; переходить с позиции спрашивающего на позицию отвечающего и наоборот;

диалог — обмен мнениями: выражать свою точку зрения и обосновывать её, высказывать своё согласие/несогласие с точкой зрения собеседника, выражать сомнение, давать эмоциональную оценку обсуждаемым событиям: восхищение, удивление, радость, огорчение и т. д.).

Названные умения диалогической речи развиваются в стандартных ситуациях неофициального общения в рамках тематического содержания речи с использованием ключевых слов, речевых ситуаций и/или иллюстраций, фотографий или без опор с соблюдением норм речевого этикета, принятых в стране/странах изучаемого языка.

Объём диалога — до 8 реплик со стороны каждого собеседника в рамках комбинированного диалога; до 6 реплик со стороны каждого собеседника в рамках диалога — обмена мнениями.

Развитие коммуникативных умений *монологической речи*: создание устных связных монологических высказываний с использованием основных коммуникативных типов речи:

- описание (предмета, местности, внешности и одежды человека), в том числе характеристика (черты характера реального человека или литературного персонажа);
- повествование/сообщение;
- рассуждение;
- выражение и краткое аргументирование своего мнения по отношению к услышанному/прочитанному;
- изложение (пересказ) основного содержания прочитанного/прослушанного текста с выражением своего отношения к событиям и фактам, изложенным в тексте;
- составление рассказа по картинкам;
- изложение результатов выполненной проектной работы.

Данные умения монологической речи развиваются в стандартных ситуациях неофициального общения в рамках тематического содержания речи с опорой на вопросы, ключевые слова, план и/или иллюстрации, фотографии, таблицы или без опоры.

Объём монологического высказывания — 10—12 фраз.

Аудирование

При непосредственном общении: понимание на слух речи учителя и одноклассников и вербальная/невербальная реакция на услышанное; использование переспрос или просьбу повторить для уточнения отдельных деталей.

При опосредованном общении: дальнейшее развитие восприятия и понимания на слух несложных аутентичных текстов, содержащих отдельные неизученные языковые явления, с разной глубиной проникновения в их содержание в зависимости от поставленной коммуникативной задачи: с пониманием основного содержания; с пониманием нужной/интересующей/запрашиваемой информации.

Аудирование с пониманием основного содержания текста предполагает умение определять основную тему/идею и главные факты/события в воспринимаемом на слух тексте, выделять главную информацию от второстепенной, прогнозировать содержание текста по началу сообщения; игнорировать незнакомые слова, несущественные для понимания основного содержания.

Аудирование с пониманием нужной/интересующей/запрашиваемой информации предполагает умение выделять нужную/интересующую/запрашиваемую информацию, представленную в эксплицитной (явной) форме, в воспринимаемом на слух тексте.

Тексты для аудирования: диалог (беседа), высказывания собеседников в ситуациях повседневного общения, рассказ, сообщение информационного характера.

Языковая сложность текстов для аудирования должна соответствовать базовому уровню (A2 — допороговому уровню по общеевропейской шкале).

Время звучания текста/текстов для аудирования — до 2 минут.

Смысловое чтение

Развитие умения читать про себя и понимать несложные аутентичные тексты разных жанров и стилей, содержащие отдельные неизученные языковые явления, с различной глубиной проникновения в их содержание в зависимости от поставленной коммуникативной задачи: с пониманием основного содержания; с пониманием нужной/интересующей/запрашиваемой информации; с полным пониманием содержания текста.

Чтение с пониманием основного содержания текста предполагает умения: определять тему/основную мысль, выделять главные факты/события (опуская второстепенные); прогнозировать содержание текста по заголовку/началу текста; определять логическую последовательность главных фактов, событий; разбивать текст на относительно самостоятельные смысловые части; озаглавливать текст/его отдельные части; игнорировать незнакомые слова, несущественные для понимания основного содержания; понимать интернациональные слова.

Чтение с пониманием нужной/интересующей/запрашиваемой информации предполагает умение находить прочитанном тексте и понимать запрашиваемую информацию, представленную в эксплицитной (явной) и имплицитной форме (неявной) форме; оценивать найденную информацию с точки зрения её значимости для решения коммуникативной задачи.

Чтение несплошных текстов (таблиц, диаграмм, схем) и понимание представленной в них информации.

Чтение с *полным пониманием содержания* несложных аутентичных текстов, содержащих отдельные неизученные языковые явления. В ходе чтения с полным пониманием формируются и развиваются умения полно и точно понимать текст на основе его информационной переработки (смыслового и структурного анализа отдельных частей текста, выборочного перевода); устанавливать причинно-следственную взаимосвязь изложенных в тексте фактов и событий, восстанавливать текст из

разрозненных абзацев или путём добавления выпущенных фрагментов.

Тексты для чтения: диалог (беседа), интервью, рассказ, отрывок из художественного произведения, статья научно-популярного характера, сообщение информационного характера, объявление, памятка, инструкция, электронное сообщение личного характера, стихотворение; несплошной текст (таблица, диаграмма).

Языковая сложность текстов для чтения должна соответствовать базовому уровню (A2 — допороговому уровню по общеевропейской шкале).

Объём текста/текстов для чтения — 500—600 слов.

Письменная речь

Развитие умений письменной речи:

составление плана/тезисов устного или письменного сообщения;

заполнение анкет и формуляров: сообщение о себе основных сведений в соответствии с нормами, принятыми в стране/странах изучаемого языка;

написание электронного сообщения личного характера: сообщать краткие сведения о себе, излагать различные события, делиться впечатлениями, выражать благодарность/извинение/просьбу, запрашивать интересующую информацию; оформлять обращение, завершающую фразу и подпись в соответствии с нормами неофициального общения, принятыми в стране/странах изучаемого языка. Объём письма — до 120 слов;

создание небольшого письменного высказывания с опорой на образец, план, таблицу и/или прочитанный/прослушанный текст. Объём письменного высказывания — до 120 слов;

заполнение таблицы с краткой фиксацией содержания прочитанного/прослушанного текста;

преобразование таблицы, схемы в текстовый вариант представления информации;

письменное представление результатов выполненной проектной работы (объём — 100—120 слов).

Языковые знания и умения

Фонетическая сторона речи

Различение на слух и адекватное, без фонематических ошибок, ведущих к сбою в коммуникации, произнесение слов с со-

блюдением правильного ударения и фраз с соблюдением их ритмико-интонационных особенностей, в том числе отсутствия фразового ударения на служебных словах; чтение новых слов согласно основным правилам чтения.

Выражение модального значения, чувства и эмоции.

Различение на слух британского и американского вариантов произношения в прослушанных текстах или услышанных высказываниях.

Чтение вслух небольших текстов, построенных на изученном языковом материале, с соблюдением правил чтения и соответствующей интонации, демонстрирующее понимание текста.

Тексты для чтения вслух: сообщение информационного характера, отрывок из статьи научно-популярного характера, рассказ, диалог (беседа).

Объём текста для чтения вслух — до 110 слов.

Графика, орфография и пунктуация

Правильное написание изученных слов.

Правильное использование знаков препинания: точки, вопросительного и восклицательного знаков в конце предложения; запятой при перечислении и обращении; при вводных словах, обозначающих порядок мыслей и их связь (например, в английском языке: firstly/first of all, secondly, finally; on the one hand, on the other hand); апострофа.

Пунктуационно правильное, в соответствии с нормами речевого этикета, принятыми в стране/странах изучаемого языка, оформление электронного сообщения личного характера.

Лексическая сторона речи

Распознавание в письменном и звучащем тексте и употребление в устной и письменной речи лексических единиц (слов, словосочетаний, речевых клише), обслуживающих ситуации общения в рамках тематического содержания речи, с соблюдением существующей в английском языке нормы лексической сочетаемости.

Распознавание в звучащем и письменном тексте и употребление в устной и письменной речи различных средств связи для обеспечения логичности и целостности высказывания.

Объём — 1200 лексических единиц для продуктивного использования (включая 1050 лексических единиц, изученных ранее) и 1350 лексических единиц для рецептивного усвоения (включая 1200 лексических единиц продуктивного минимума).

Основные способы словообразования:

а) аффиксация:

глаголов с помощью префиксов *under-*, *over-*, *dis-*, *mis-*;

имён прилагательных с помощью суффиксов *-able/-ible*;

имён существительных с помощью отрицательных префиксов *in-/im-*;

б) словосложение:

образование сложных существительных путём соединения основы числительного с основой существительного с добавлением суффикса *-ed* (*eight-legged*);

образование сложных существительных путём соединения основ существительных с предлогом: *father-in-law*);

образование сложных прилагательных путём соединения основы прилагательного с основой причастия настоящего времени (*nice-looking*);

образование сложных прилагательных путём соединения основы прилагательного с основой причастия прошедшего времени (*well-behaved*);

в) конверсия:

образование глагола от имени прилагательного (*cool — to cool*).

Многозначность лексических единиц. Синонимы. Антонимы. Интернациональные слова. Наиболее частотные фразовые глаголы. Сокращения и аббревиатуры.

Различные средства связи в тексте для обеспечения его целостности (*firstly, however, finally, at last, etc.*).

Грамматическая сторона речи

Распознавание в письменном и звучащем тексте и употребление в устной и письменной речи изученных морфологических форм и синтаксических конструкций английского языка.

Предложения со сложным дополнением (*Complex Object*) (*I want to have my hair cut.*).

Условные предложения нереального характера (*Conditional II*).

Конструкции для выражения предпочтения *I prefer .../I'd prefer .../I'd rather ...*.

Конструкция *I wish ...*.

Предложения с конструкцией *either ... or, neither ... nor*.

Глаголы в видо-временных формах действительного залога в изъявительном наклонении (*Present/Past/Future Simple Tense; Present/Past Perfect Tense; Present/Past Continuous Tense, Future-in-the-Past*) и наиболее употребительных формах

страдательного залога (Present/Past Simple Passive; Present Perfect Passive).

Порядок следования имён прилагательных (nice long blond hair).

Социокультурные знания и умения

Осуществление межличностного и межкультурного общения с использованием знаний о национально-культурных особенностях своей страны и страны/стран изучаемого языка, основных социокультурных элементов речевого поведенческого этикета в англоязычной среде; знание и использование в устной и письменной речи наиболее употребительной тематической фоновой лексики и реалий в рамках отобранного тематического содержания (основные национальные праздники, традиции, обычаи; традиции в питании и проведении досуга, система образования).

Знание социокультурного портрета родной страны и страны/стран изучаемого языка: знакомство с традициями проведения основных национальных праздников (Рождества, Нового года, Дня матери, Дня благодарения и т. д.); с особенностями образа жизни и культуры страны/стран изучаемого языка (известными достопримечательностями; некоторыми выдающимися людьми); с доступными в языковом отношении образцами поэзии и прозы для подростков на английском языке.

Формирование элементарного представления о различных вариантах английского языка.

Осуществление межличностного и межкультурного общения с использованием знаний о национально-культурных особенностях своей страны и страны/стран изучаемого языка.

Соблюдение нормы вежливости в межкультурном общении.

Развитие умений:

писать свои имя и фамилию, а также имена и фамилии своих родственников и друзей на английском языке;

правильно оформлять свой адрес на английском языке (в анкете);

правильно оформлять электронное сообщение личного характера в соответствии с нормами неофициального общения, принятыми в стране/странах изучаемого языка;

кратко представлять Россию и страну/страны изучаемого языка;

кратко представлять некоторые культурные явления родной страны и страны/стран изучаемого языка (основные нацио-

нальные праздники, традиции в проведении досуга и питания, достопримечательности);

кратко представлять некоторых выдающихся людей родной страны и страны/стран изучаемого языка (учёных, писателей, поэтов, художников, композиторов, музыкантов, спортсменов и т. д.);

оказывать помощь зарубежным гостям в ситуациях повседневного общения (объяснить местонахождение объекта, сообщить возможный маршрут, уточнить часы работы и т. д.).

Компенсаторные умения

Использование при чтении и аудировании языковой, в том числе контекстуальной, догадки; при говорении и письме — перифраза/толкования, синонимических средств, описание предмета вместо его названия; при непосредственном общении догадываться о значении незнакомых слов с помощью используемых собеседником жестов и мимики.

Переспрашивать, просить повторить, уточняя значение незнакомых слов.

Использование в качестве опоры при порождении собственных высказываний ключевых слов, плана.

Игнорирование информации, не являющейся необходимой, для понимания основного содержания прочитанного/прослушанного текста или для нахождения в тексте запрашиваемой информации.

Сравнение (в том числе установление основания для сравнения) объектов, явлений, процессов, их элементов и основных функций в рамках изученной тематики.

ПЛАНИРУЕМЫЕ РЕЗУЛЬТАТЫ ОСВОЕНИЯ УЧЕБНОГО ПРЕДМЕТА «ИНОСТРАННЫЙ (АНГЛИЙСКИЙ) ЯЗЫК»

Изучение иностранного языка в основной школе направлено на достижение обучающимися результатов, отвечающих требованиям ФГОС к освоению основной образовательной программы основного общего образования.

Личностные результаты освоения программы основного общего образования достигаются в единстве учебной и воспитательной деятельности Организации в соответствии с традицион-

ными российскими социокультурными и духовно-нравственными ценностями, принятыми в обществе правилами и нормами поведения и способствуют процессам самопознания, самовоспитания и саморазвития, формирования внутренней позиции личности.

ЛИЧНОСТНЫЕ РЕЗУЛЬТАТЫ

Личностные результаты освоения программы основного общего образования достигаются в единстве учебной и воспитательной деятельности Организации в соответствии с традиционными российскими социокультурными и духовно-нравственными ценностями, принятыми в обществе правилами и нормами поведения, и способствуют процессам самопознания, самовоспитания и саморазвития, формирования внутренней позиции личности.

Личностные результаты освоения программы основного общего образования должны отражать готовность обучающихся руководствоваться системой позитивных ценностных ориентаций и расширение опыта деятельности на её основе и в процессе реализации основных направлений воспитательной деятельности, в том числе в части:

Гражданского воспитания:

готовность к выполнению обязанностей гражданина и реализации его прав, уважение прав, свобод и законных интересов других людей;

активное участие в жизни семьи, Организации, местного сообщества, родного края, страны;

неприятие любых форм экстремизма, дискриминации;

понимание роли различных социальных институтов в жизни человека;

представление об основных правах, свободах и обязанностях гражданина, социальных нормах и правилах межличностных отношений в поликультурном и многоконфессиональном обществе;

представление о способах противодействия коррупции;

готовность к разнообразной совместной деятельности, стремление к взаимопониманию и взаимопомощи, активное участие в школьном самоуправлении;

готовность к участию в гуманитарной деятельности (волонтерство, помощь людям, нуждающимся в ней).

Патриотического воспитания:

осознание российской гражданской идентичности в поликультурном и многоконфессиональном обществе, проявление интереса к познанию родного языка, истории, культуры Российской Федерации, своего края, народов России;

ценностное отношение к достижениям своей Родины – России, к науке, искусству, спорту, технологиям, боевым подвигам и трудовым достижениям народа;

уважение к символам России, государственным праздникам, историческому и природному наследию и памятникам, традициям разных народов, проживающих в родной стране.

Духовно-нравственного воспитания:

ориентация на моральные ценности и нормы в ситуациях нравственного выбора;

готовность оценивать своё поведение и поступки, поведение и поступки других людей с позиции нравственных и правовых норм с учётом осознания последствий поступков;

активное неприятие асоциальных поступков, свобода и ответственность личности в условиях индивидуального и общественного пространства.

Эстетического воспитания:

восприимчивость к разным видам искусства, традициям и творчеству своего и других народов, понимание эмоционального воздействия искусства; осознание важности художественной культуры как средства коммуникации и самовыражения;

понимание ценности отечественного и мирового искусства, роли этнических культурных традиций и народного творчества;

стремление к самовыражению в разных видах искусства.

Физического воспитания, формирования культуры здоровья и эмоционального благополучия:

осознание ценности жизни;

ответственное отношение к своему здоровью и установка на здоровый образ жизни (здоровое питание, соблюдение гигиенических правил, сбалансированный режим занятий и отдыха, регулярная физическая активность);

осознание последствий и неприятие вредных привычек (употребление алкоголя, наркотиков, курение) и иных форм вреда для физического и психического здоровья;

соблюдение правил безопасности, в том числе навыков безопасного поведения в интернет-среде;

способность адаптироваться к стрессовым ситуациям и меняющимся социальным, информационным и природным усло-

виям, в том числе осмысляя собственный опыт и выстраивая дальнейшие цели;

умение принимать себя и других, не осуждая;

умение осознавать эмоциональное состояние себя и других, умение управлять собственным эмоциональным состоянием;

сформированность навыка рефлексии, признание своего права на ошибку и такого же права другого человека.

Трудового воспитания:

установка на активное участие в решении практических задач (в рамках семьи, Организации, города, края) технологической и социальной направленности, способность инициировать, планировать и самостоятельно выполнять такого рода деятельность;

интерес к практическому изучению профессий и труда различного рода, в том числе на основе применения изучаемого предметного знания;

осознание важности обучения на протяжении всей жизни для успешной профессиональной деятельности и развитие необходимых умений для этого;

готовность адаптироваться в профессиональной среде;

уважение к труду и результатам трудовой деятельности;

осознанный выбор и построение индивидуальной траектории образования и жизненных планов с учётом личных и общественных интересов и потребностей.

Экологического воспитания:

ориентация на применение знаний из социальных и естественных наук для решения задач в области окружающей среды, планирования поступков и оценки их возможных последствий для окружающей среды;

повышение уровня экологической культуры, осознание глобального характера экологических проблем и путей их решения;

активное неприятие действий, приносящих вред окружающей среде;

осознание своей роли как гражданина и потребителя в условиях взаимосвязи природной, технологической и социальной сред;

готовность к участию в практической деятельности экологической направленности.

Ценности научного познания:

ориентация в деятельности на современную систему научных представлений об основных закономерностях развития челове-

ка, природы и общества, взаимосвязях человека с природной и социальной средой;

овладение языковой и читательской культурой как средством познания мира;

овладение основными навыками исследовательской деятельности, установка на осмысление опыта, наблюдений, поступков и стремление совершенствовать пути достижения индивидуального и коллективного благополучия.

Личностные результаты, обеспечивающие адаптацию обучающегося к изменяющимся условиям социальной и природной среды, включают:

освоение обучающимися социального опыта, основных социальных ролей, соответствующих ведущей деятельности возраста, норм и правил общественного поведения, форм социальной жизни в группах и сообществах, включая семью, группы, сформированные по профессиональной деятельности, а также в рамках социального взаимодействия с людьми из другой культурной среды;

способность обучающихся взаимодействовать в условиях неопределённости, открытость опыту и знаниям других;

способность действовать в условиях неопределённости, повышать уровень своей компетентности через практическую деятельность, в том числе умение учиться у других людей, осознавать в совместной деятельности новые знания, навыки и компетенции из опыта других;

навык выявления и связывания образов, способность формирования новых знаний, в том числе способность формулировать идеи, понятия, гипотезы об объектах и явлениях, в том числе ранее не известных, осознавать дефицит собственных знаний и компетентностей, планировать своё развитие;

умение распознавать конкретные примеры понятия по характерным признакам, выполнять операции в соответствии с определением и простейшими свойствами понятия, конкретизировать понятие примерами, использовать понятие и его свойства при решении задач (далее — оперировать понятиями), а также оперировать терминами и представлениями в области концепции устойчивого развития;

умение анализировать и выявлять взаимосвязи природы, общества и экономики;

умение оценивать свои действия с учётом влияния на окружающую среду, достижений целей и преодоления вызовов, возможных глобальных последствий;

способностью обучающихся осознавать стрессовую ситуацию, оценивать происходящие изменения и их последствия;
воспринимать стрессовую ситуацию как вызов, требующий контрмер;
оценивать ситуацию стресса, корректировать принимаемые решения и действия;
формулировать и оценивать риски и последствия, формировать опыт, уметь находить позитивное в произошедшей ситуации;
быть готовым действовать в отсутствие гарантий успеха.

МЕТАПРЕДМЕТНЫЕ РЕЗУЛЬТАТЫ

Метапредметные результаты освоения программы основного общего образования, в том числе адаптированной, должны отражать:

Овладение универсальными учебными познавательными действиями:

1) базовые логические действия:

выявлять и характеризовать существенные признаки объектов (явлений);

устанавливать существенный признак классификации, основания для обобщения и сравнения, критерии проводимого анализа;

с учётом предложенной задачи выявлять закономерности и противоречия в рассматриваемых фактах, данных и наблюдениях;

предлагать критерии для выявления закономерностей и противоречий;

выявлять дефицит информации, данных, необходимых для решения поставленной задачи;

выявлять причинно-следственные связи при изучении явлений и процессов;

делать выводы с использованием дедуктивных и индуктивных умозаключений, умозаключений по аналогии, формулировать гипотезы о взаимосвязях;

самостоятельно выбирать способ решения учебной задачи (сравнивать несколько вариантов решения, выбирать наиболее подходящий с учётом самостоятельно выделенных критериев);

2) базовые исследовательские действия:

использовать вопросы как исследовательский инструмент познания;

формулировать вопросы, фиксирующие разрыв между реальным и желательным состоянием ситуации, объекта, самостоятельно устанавливать искомое и данное;

формулировать гипотезу об истинности собственных суждений и суждений других, аргументировать свою позицию, мнение;

проводить по самостоятельно составленному плану опыт, несложный эксперимент, небольшое исследование по установлению особенностей объекта изучения, причинно-следственных связей и зависимости объектов между собой;

оценивать на применимость и достоверность информацию, полученную в ходе исследования (эксперимента);

самостоятельно формулировать обобщения и выводы по результатам проведённого наблюдения, опыта, исследования, владеть инструментами оценки достоверности полученных выводов и обобщений;

прогнозировать возможное дальнейшее развитие процессов, событий и их последствия в аналогичных или сходных ситуациях, выдвигать предположения об их развитии в новых условиях и контекстах;

3) работа с информацией:

применять различные методы, инструменты и запросы при поиске и отборе информации или данных из источников с учётом предложенной учебной задачи и заданных критериев;

выбирать, анализировать, систематизировать и интерпретировать информацию различных видов и форм представления;

находить сходные аргументы (подтверждающие или опровергающие одну и ту же идею, версию) в различных информационных источниках;

самостоятельно выбирать оптимальную форму представления информации и иллюстрировать решаемые задачи несложными схемами, диаграммами, иной графикой и их комбинациями;

оценивать надёжность информации по критериям, предложенным педагогическим работником или сформулированным самостоятельно;

эффективно запоминать и систематизировать информацию.

Овладение системой универсальных учебных познавательных действий обеспечивает сформированность когнитивных навыков у обучающихся.

Овладение универсальными учебными коммуникативными действиями:

1) общение:

воспринимать и формулировать суждения, выражать эмоции в соответствии с целями и условиями общения;

выражать себя (свою точку зрения) в устных и письменных текстах;

распознавать невербальные средства общения, понимать значение социальных знаков, знать и распознавать предпосылки конфликтных ситуаций и смягчать конфликты, вести переговоры;

понимать намерения других, проявлять уважительное отношение к собеседнику и в корректной форме формулировать свои возражения;

в ходе диалога и(или) дискуссии задавать вопросы по существу обсуждаемой темы и высказывать идеи, нацеленные на решение задачи и поддержание благожелательности общения;

сопоставлять свои суждения с суждениями других участников диалога, обнаруживать различие и сходство позиций;

публично представлять результаты выполненного опыта (эксперимента, исследования, проекта);

самостоятельно выбирать формат выступления с учётом задач презентации и особенностей аудитории и в соответствии с ним составлять устные и письменные тексты с использованием иллюстративных материалов;

2) совместная деятельность:

понимать и использовать преимущества командной и индивидуальной работы при решении конкретной проблемы, обосновывать необходимость применения групповых форм взаимодействия при решении поставленной задачи;

принимать цель совместной деятельности, коллективно строить действия по её достижению: распределять роли, договариваться, обсуждать процесс и результат совместной работы;

уметь обобщать мнения нескольких людей, проявлять готовность руководить, выполнять поручения, подчиняться;

планировать организацию совместной работы, определять свою роль (с учётом предпочтений и возможностей всех участников взаимодействия), распределять задачи между членами команды, участвовать в групповых формах работы (обсуждения, обмен мнениями, мозговые штурмы и иные);

выполнять свою часть работы, достигать качественного результата по своему направлению и координировать свои действия с другими членами команды;

оценивать качество своего вклада в общий продукт по критериям, самостоятельно сформулированным участниками взаимодействия;

сравнивать результаты с исходной задачей и вклад каждого члена команды в достижение результатов, разделять сферу ответственности и проявлять готовность к предоставлению отчёта перед группой.

Овладение системой универсальных учебных коммуникативных действий обеспечивает сформированность социальных навыков и эмоционального интеллекта обучающихся.

Овладение универсальными учебными регулятивными действиями:

1) самоорганизация:

выявлять проблемы для решения в жизненных и учебных ситуациях;

ориентироваться в различных подходах принятия решений (индивидуальное, принятие решения в группе, принятие решений группой);

самостоятельно составлять алгоритм решения задачи (или его часть), выбирать способ решения учебной задачи с учётом имеющихся ресурсов и собственных возможностей, аргументировать предлагаемые варианты решений;

составлять план действий (план реализации намеченного алгоритма решения), корректировать предложенный алгоритм с учётом получения новых знаний об изучаемом объекте;

делать выбор и брать ответственность за решение;

2) самоконтроль:

владеть способами самоконтроля, самомотивации и рефлексии;

давать адекватную оценку ситуации и предлагать план её изменения;

учитывать контекст и предвидеть трудности, которые могут возникнуть при решении учебной задачи, адаптировать решение к меняющимся обстоятельствам;

объяснять причины достижения (недостижения) результатов деятельности, давать оценку приобретённому опыту, уметь находить позитивное в произошедшей ситуации;

вносить коррективы в деятельность на основе новых обстоятельств, изменившихся ситуаций, установленных ошибок, возникших трудностей;

оценивать соответствие результата цели и условиям;

3) эмоциональный интеллект:

различать, называть и управлять собственными эмоциями и эмоциями других;

выявлять и анализировать причины эмоций;

ставить себя на место другого человека, понимать мотивы и намерения другого;

регулировать способ выражения эмоций;

4) принятие себя и других:

осознанно относиться к другому человеку, его мнению;

признавать своё право на ошибку и такое же право другого;

принимать себя и других, не осуждая;

открытость себе и другим;

осознавать невозможность контролировать всё вокруг.

Овладение системой универсальных учебных регулятивных действий обеспечивает формирование смысловых установок личности (внутренняя позиция личности) и жизненных навыков личности (управления собой, самодисциплины, устойчивого поведения).

ПРЕДМЕТНЫЕ РЕЗУЛЬТАТЫ

Предметные результаты по учебному предмету «Иностранный (английский) язык» предметной области «Иностранные языки» ориентированы на применение знаний, умений и навыков в учебных ситуациях и реальных жизненных условиях, должны отражать сформированность иноязычной коммуникативной компетенции на допороговом уровне в совокупности её составляющих — речевой, языковой, социокультурной, компенсаторной, метапредметной (учебно-познавательной).

5 класс

1) владеть основными видами речевой деятельности:

говорение: *вести разные виды диалогов* (диалог этикетного характера, диалог — побуждение к действию, диалог-расспрос) в рамках тематического содержания речи в стандартных ситуациях неофициального общения с вербальными и/или зрительными опорами, с соблюдением норм речевого этикета, принятого в стране/странах изучаемого языка (до 5 реплик со стороны каждого собеседника);

создавать разные виды монологических высказываний (описание, в том числе характеристика; повествование/сообщение) с вербальными и/или зрительными опорами в рамках тематического содержания речи (объём монологического высказывания — 5—6 фраз); *излагать* основное содержание прочитанного текста с вербальными и/или зрительными опорами (объём — 5—6 фраз); кратко *излагать* результаты выполненной проектной работы (объём — до 6 фраз);

аудирование: *воспринимать на слух и понимать* несложные адаптированные аутентичные тексты, содержащие отдельные незнакомые слова, со зрительными опорами или без опоры с разной глубиной проникновения в их содержание в зависимости от поставленной коммуникативной задачи: с пониманием основного содержания, с пониманием запрашиваемой информации (время звучания текста/текстов для аудирования — до 1 минуты);

смысловое чтение: *читать про себя и понимать* несложные адаптированные аутентичные тексты, содержащие отдельные незнакомые слова, с различной глубиной проникновения в их содержание в зависимости от поставленной коммуникативной задачи: с пониманием основного содержания, с пониманием запрашиваемой информации (объём текста/текстов для чтения — 180—200 слов); читать про себя несплошные тексты (таблицы) и понимать представленную в них информацию;

письменная речь: *писать* короткие поздравления с праздниками; заполнять анкеты и формуляры, сообщая о себе основные сведения, в соответствии с нормами, принятыми в стране/странах изучаемого языка; *писать* электронное сообщение личного характера, соблюдая речевой этикет, принятый в стране/странах изучаемого языка (объём сообщения — до 60 слов);

2) **владеть фонетическими навыками:** *различать на слух и адекватно*, без ошибок, ведущих к сбою коммуникации, *произносить* слова с правильным ударением и фразы с соблюдением их ритмико-интонационных особенностей, в том числе *применять правила* отсутствия фразового ударения на служебных словах; *выразительно читать вслух* небольшие адаптированные аутентичные тексты объёмом до 90 слов, построенные на изученном языковом материале, с соблюдением правил чтения и соответствующей интонацией, демонстрируя понимание содержания текста; читать новые слова согласно основным правилам чтения;

владеть орфографическими навыками: правильно *писать* изученные слова;

владеть пунктуационными навыками: *использовать* точку, вопросительный и восклицательный знаки в конце предложения, запятую при перечислении и обращении, апостроф; пунктуационно правильно оформлять электронное сообщение личного характера;

3) **распознавать** в звучащем и письменном тексте 675 лексических единиц (слов, словосочетаний, речевых клише) и пра-

вильно *употреблять* в устной и письменной речи 625 лексических единиц (включая 500 лексических единиц, освоенных в начальной школе), обслуживающих ситуации общения в рамках отобранного тематического содержания, с соблюдением существующей нормы лексической сочетаемости;

распознавать и употреблять в устной и письменной речи родственные слова, образованные с использованием аффиксации: имена существительные с суффиксами -er/-or, -ist, -sion/-tion; имена прилагательные с суффиксами -ful, -ian/-an; наречия с суффиксом -ly; имена прилагательные, имена существительные и наречия с отрицательным префиксом un-;

распознавать и употреблять в устной и письменной речи изученные синонимы и интернациональные слова;

4) *знать и понимать* особенности структуры простых и сложных предложений английского языка; различных коммуникативных типов предложений английского языка;

распознавать в письменном и звучащем тексте и *употреблять* в устной и письменной речи:

- предложения с несколькими обстоятельствами, следующими в определённом порядке;
- вопросительные предложения (альтернативный и разделительный вопросы в Present/Past/Future Simple Tense);
- глаголы в видо-временных формах действительного залога в изъявительном наклонении в Present Perfect Tense в повествовательных (утвердительных и отрицательных) и вопросительных предложениях;
- имена существительные во множественном числе, в том числе имена существительные, имеющие форму только множественного числа;
- имена существительные с причастиями настоящего и прошедшего времени;
- наречия в положительной, сравнительной и превосходной степенях, образованные по правилу, и исключения;

5) *владеть* социокультурными знаниями и умениями:

- *использовать* отдельные социокультурные элементы речевого поведенческого этикета в стране/странах изучаемого языка в рамках тематического содержания;
- *знать/понимать и использовать* в устной и письменной речи наиболее употребительную лексику, обозначающую фоновую лексику и реалии страны/стран изучаемого языка в рамках тематического содержания речи;

- *правильно оформлять* адрес, писать фамилии и имена (свой, родственников и друзей) на английском языке (в анкете, формуляре);
- *обладать базовыми знаниями* о социокультурном портрете родной страны и страны/стран изучаемого языка;
- *кратко представлять* Россию и страны/стран изучаемого языка;

6) *владеть* компенсаторными умениями: использовать при чтении и аудировании языковую догадку, в том числе контекстуальную; игнорировать информацию, не являющуюся необходимой для понимания основного содержания прочитанного/прослушанного текста или для нахождения в тексте запрашиваемой информации;

7) участвовать в несложных учебных проектах с использованием материалов на английском языке с применением ИКТ, соблюдая правила информационной безопасности при работе в сети Интернет;

8) использовать иноязычные словари и справочники, в том числе информационно-справочные системы в электронной форме.

6 класс

1) владеть основными видами речевой деятельности:

говорение: *вести разные виды диалогов* (диалог этикетного характера, диалог — побуждение к действию, диалог-расспрос) в рамках отобранного тематического содержания речи в стандартных ситуациях неофициального общения с вербальными и/или со зрительными опорами, с соблюдением норм речевого этикета, принятого в стране/странах изучаемого языка (до 5 реплик со стороны каждого собеседника);

создавать разные виды монологических высказываний (описание, в том числе характеристика; повествование/сообщение) с вербальными и/или зрительными опорами в рамках тематического содержания речи (объём монологического высказывания — 7—8 фраз); *излагать* основное содержание прочитанного текста с вербальными и/или зрительными опорами (объём — 7—8 фраз); *кратко излагать* результаты выполненной проектной работы (объём — 7—8 фраз);

аудирование: *воспринимать на слух и понимать* несложные адаптированные аутентичные тексты, содержащие отдельные незнакомые слова, со зрительными опорами или без опоры в зависимости от поставленной коммуникативной задачи: с пони-

манием основного содержания, с пониманием запрашиваемой информации (время звучания текста/текстов для аудирования — до 1,5 минут);

смысловое чтение: *читать про себя и понимать* несложные адаптированные аутентичные тексты, содержащие отдельные незнакомые слова, с различной глубиной проникновения в их содержание в зависимости от поставленной коммуникативной задачи: с пониманием основного содержания, с пониманием запрашиваемой информации (объём текста/текстов для чтения — 250—300 слов); *читать про себя* несплошные тексты (таблицы) и *понимать* представленную в них информацию; *определять* тему текста по заголовку;

письменная речь: *заполнять* анкеты и формуляры в соответствии с нормами речевого этикета, принятыми в стране/странах изучаемого языка, с указанием личной информации; *писать* электронное сообщение личного характера, соблюдая речевой этикет, принятый в стране/странах изучаемого языка (объём сообщения — до 70 слов); *создавать* небольшое письменное высказывание с опорой на образец, план, ключевые слова, картинку (объём высказывания — до 70 слов);

2) владеть **фонетическими навыками:** *различать на слух и адекватно*, без ошибок, ведущих к сбою коммуникации, *произносить* слова с правильным ударением и фразы с соблюдением их ритмико-интонационных особенностей, в том числе *применять правила* отсутствия фразового ударения на служебных словах; *выразительно читать вслух* небольшие адаптированные аутентичные тексты объёмом до 95 слов, построенные на изученном языковом материале, с соблюдением правил чтения и соответствующей интонацией, демонстрируя понимание содержания текста; *читать* новые слова согласно основным правилам чтения;

владеть орфографическими навыками: *правильно писать* изученные слова;

владеть пунктуационными навыками: *использовать* точку, вопросительный и восклицательный знаки в конце предложения, запятую при перечислении и обращении, апостроф; *пунктуационно правильно оформлять* электронное сообщение личного характера;

3) *распознавать* в звучащем и письменном тексте 800 лексических единиц (слов, словосочетаний, речевых клише) и *правильно употреблять* в устной и письменной речи 750 лексических единиц (включая 650 лексических единиц, освоенных ра-

нее), обслуживающих ситуации общения в рамках тематического содержания, с соблюдением существующей нормы лексической сочетаемости;

распознавать и употреблять в устной и письменной речи родственные слова, образованные с использованием аффиксации: имена существительные с помощью суффикса -ing; имена прилагательные с помощью суффиксов -ing, -less, -ive, -al;

распознавать и употреблять в устной и письменной речи изученные синонимы, антонимы и интернациональные слова;

распознавать и употреблять в устной и письменной речи различные средства связи для обеспечения целостности высказывания;

4) *знать и понимать* особенности структуры простых и сложных предложений английского языка; различных коммуникативных типов предложений английского языка;

распознавать в письменном и звучащем тексте и *употреблять* в устной и письменной речи:

- сложноподчинённые предложения с придаточными определительными с союзными словами who, which, that;
- сложноподчинённые предложения с придаточными времени с союзами for, since;
- предложения с конструкциями as ... as, not so ... as;
- глаголы в видо-временных формах действительного залога в изъявительном наклонении в Present/Past Continuous Tense;
- все типы вопросительных предложений (общий, специальный, альтернативный, разделительный вопросы) в Present/Past Continuous Tense;
- модальные глаголы и их эквиваленты (can/be able to, must/have to, may, should, need);
- слова, выражающие количество (little/a little, few/a few);
- возвратные, неопределённые местоимения some, any и их производные (somebody, anybody; something, anything, etc.) every и производные (everybody, everything, etc.) в повествовательных (утвердительных и отрицательных) и вопросительных предложениях;
- числительные для обозначения дат и больших чисел (100—1000);

5) *владеть* социокультурными знаниями и умениями:

- *использовать* отдельные социокультурные элементы речевого поведенческого этикета в стране/странах изучаемого языка в рамках тематического содержания речи;

- *знать/понимать и использовать* в устной и письменной речи наиболее употребительную лексику, обозначающую реалии страны/стран изучаемого языка в рамках тематического содержания речи;
- *обладать базовыми знаниями* о социокультурном портрете родной страны и страны/стран изучаемого языка;
- *кратко представлять* Россию и страну/страны изучаемого языка;

6) *владеть* компенсаторными умениями: *использовать* при чтении и аудировании языковую догадку, в том числе контекстуальную; игнорировать информацию, не являющуюся необходимой для понимания основного содержания прочитанного/прослушанного текста или для нахождения в тексте запрашиваемой информации;

7) *участвовать* в несложных учебных проектах с использованием материалов на английском языке с применением ИКТ, соблюдая правила информационной безопасности при работе в сети Интернет;

8) *использовать* иноязычные словари и справочники, в том числе информационно-справочные системы в электронной форме;

9) *достигать* взаимопонимания в процессе устного и письменного общения с носителями иностранного языка, с людьми другой культуры;

10) *сравнивать* (в том числе устанавливать основания для сравнения) объекты, явления, процессы, их элементы и основные функции в рамках изученной тематики.

7 класс

1) *владеть* основными видами речевой деятельности:

говорение: *вести разные виды диалогов* (диалог этикетного характера, диалог — побуждение к действию, диалог-расспрос; комбинированный диалог, включающий различные виды диалогов) в рамках тематического содержания речи в стандартных ситуациях неофициального общения с вербальными и/или зрительными опорами, с соблюдением норм речевого этикета, принятого в стране/странах изучаемого языка (до 6 реплик со стороны каждого собеседника);

создавать разные виды монологических высказываний (описание, в том числе характеристика; повествование/сообщение) с вербальными и/или зрительными опорами в рамках тематического содержания речи (объём монологического высказыва-

ния — 8—9 фраз); *излагать* основное содержание прочитанного/прослушанного текста с вербальными и/или зрительными опорами (объём — 8—9 фраз); *кратко излагать* результаты выполненной проектной работы (объём — 8—9 фраз);

аудирование: *воспринимать на слух и понимать* несложные аутентичные тексты, содержащие отдельные незнакомые слова, в зависимости от поставленной коммуникативной задачи: с пониманием основного содержания, с пониманием запрашиваемой информации (время звучания текста/текстов для аудирования — до 1,5 минут);

смысловое чтение: *читать про себя и понимать* несложные аутентичные тексты, содержащие отдельные незнакомые слова, с различной глубиной проникновения в их содержание в зависимости от поставленной коммуникативной задачи: с пониманием основного содержания, с пониманием нужной/запрашиваемой информации, с полным пониманием информации, представленной в тексте в эксплицитной/явной форме (объём текста/текстов для чтения — до 350 слов); *читать про себя* несплошные тексты (таблицы, диаграммы) и *понимать* представленную в них информацию; *определять* последовательность главных фактов/событий в тексте;

письменная речь: *заполнять* анкеты и формуляры с указанием личной информации; *писать* электронное сообщение личного характера, соблюдая речевой этикет, принятый в стране/странах изучаемого языка (объём сообщения — до 90 слов); *создавать* небольшое письменное высказывание с опорой на образец, план, ключевые слова, таблицу (объём высказывания — до 90 слов);

2) **владеть фонетическими** навыками: *различать на слух* и адекватно, без ошибок, ведущих к сбою коммуникации, *произносить* слова с правильным ударением и фразы с соблюдением их ритмико-интонационных особенностей, в том числе применять правила отсутствия фразового ударения на служебных словах; *выразительно читать вслух* небольшие аутентичные тексты объёмом до 100 слов, построенные на изученном языковом материале, с соблюдением правил чтения и соответствующей интонацией; *читать* новые слова согласно основным правилам чтения;

владеть орфографическими навыками: *правильно писать* изученные слова;

владеть пунктуационными навыками: *использовать* точку, вопросительный и восклицательный знаки в конце предложе-

ния, запятую при перечислении и обращении, апостроф; пунктуационно правильно *оформлять* электронное сообщение личного характера;

3) *распознавать* в звучащем и письменном тексте 1000 лексических единиц (слов, словосочетаний, речевых клише) и правильно *употреблять* в устной и письменной речи 900 лексических единиц, обслуживающих ситуации общения в рамках тематического содержания, с соблюдением существующей нормы лексической сочетаемости;

распознавать и употреблять в устной и письменной речи родственные слова, образованные с использованием аффиксации: имена существительные с помощью суффиксов -ness, -ment; имена прилагательные с помощью суффиксов -ous, -ly, -y; имена прилагательные и наречия с помощью отрицательных префиксов in-/im-; сложные имена прилагательные путем соединения основы прилагательного с основой существительного с добавлением суффикса -ed (blue-eyed);

распознавать и употреблять в устной и письменной речи изученные синонимы, антонимы, многозначные слова, интернациональные слова; наиболее частотные фразовые глаголы;

распознавать и употреблять в устной и письменной речи различные средства связи в тексте для обеспечения логичности и целостности высказывания;

4) *знать и понимать* особенности структуры простых и сложных предложений и различных коммуникативных типов предложений английского языка;

распознавать в письменном и звучащем тексте и *употреблять* в устной и письменной речи:

- предложения со сложным дополнением (Complex Object);
- условные предложения реального (Conditional 0, Conditional I) характера;
- предложения с конструкцией to be going to + инфинитив и формы Future Simple Tense и Present Continuous Tense для выражения будущего действия;
- конструкцию used to + инфинитив глагола;
- глаголы в наиболее употребительных формах страдательного залога (Present/Past Simple Passive);
- предлоги, употребляемые с глаголами в страдательном залоге;
- модальный глагол might;
- наречия, совпадающие по форме с прилагательными (fast, high; early);

- местоимения *other/another, both, all, one*;
- количественные числительные для обозначения больших чисел (до 1 000 000);

5) *владеть* социокультурными знаниями и умениями:

использовать отдельные социокультурные элементы речевого поведенческого этикета, принятые в стране/странах изучаемого языка в рамках тематического содержания;

знать/понимать и использовать в устной и письменной речи наиболее употребительную тематическую фоновую лексику и реалии страны/стран изучаемого языка в рамках тематического содержания речи;

обладать базовыми знаниями о социокультурном портрете и культурном наследии родной страны и страны/стран изучаемого языка;

кратко представлять Россию и страну/страны изучаемого языка;

6) *владеть* компенсаторными умениями: использовать при чтении и аудировании языковую догадку, в том числе контекстуальную; при непосредственном общении — переспрашивать, просить повторить, уточняя значение незнакомых слов; игнорировать информацию, не являющуюся необходимой для понимания основного содержания прочитанного/прослушанного текста или для нахождения в тексте запрашиваемой информации;

7) *участвовать* в несложных учебных проектах с использованием материалов на английском языке с применением ИКТ, соблюдая правила информационной безопасности при работе в сети Интернет;

8) *использовать* иноязычные словари и справочники, в том числе информационно-справочные системы в электронной форме;

9) *достигать* взаимопонимания в процессе устного и письменного общения с носителями иностранного языка, с людьми другой культуры;

10) *сравнивать* (в том числе устанавливать основания для сравнения) объекты, явления, процессы, их элементы и основные функции в рамках изученной тематики.

8 класс

1) *владеть* основными видами речевой деятельности:

говорение: *вести разные виды диалогов* (диалог этикетного характера, диалог — побуждение к действию, диалог-расспрос;

комбинированный диалог, включающий различные виды диалогов) в рамках тематического содержания речи в стандартных ситуациях неофициального общения с вербальными и/или зрительными опорами, с соблюдением норм речевого этикета, принятого в стране/странах изучаемого языка (до 7 реплик со стороны каждого собеседника);

создавать разные виды монологических высказываний (описание, в том числе характеристика; повествование/сообщение) с вербальными и/или зрительными опорами в рамках тематического содержания речи (объём монологического высказывания — до 9—10 фраз); *выражать и кратко аргументировать* своё мнение, *излагать* основное содержание прочитанного/прослушанного текста с вербальными и/или зрительными опорами (объём — 9—10 фраз); *излагать* результаты выполненной проектной работы (объём — 9—10 фраз);

аудирование: *воспринимать на слух и понимать* несложные аутентичные тексты, содержащие отдельные неизученные языковые явления, в зависимости от поставленной коммуникативной задачи: с пониманием основного содержания, с пониманием нужной/интересующей/запрашиваемой информации (время звучания текста/текстов для аудирования — до 2 минут); *прогнозировать* содержание звучащего текста по началу сообщения;

смысловое чтение: *читать про себя и понимать* несложные аутентичные тексты, содержащие отдельные неизученные языковые явления, с различной глубиной проникновения в их содержание в зависимости от поставленной коммуникативной задачи: с пониманием основного содержания, с пониманием нужной/интересующей/запрашиваемой информации, с полным пониманием содержания (объём текста/текстов для чтения — 350—500 слов); *читать несплошные тексты* (таблицы, диаграммы) и *понимать* представленную в них информацию; *определять* последовательность главных фактов/событий в тексте;

письменная речь: *заполнять* анкеты и формуляры, сообщая о себе основные сведения, в соответствии с нормами, принятыми в стране/странах изучаемого языка; *писать* электронное сообщение личного характера, соблюдая речевой этикет, принятый в стране/странах изучаемого языка (объём сообщения — до 110 слов); *создавать* небольшое письменное высказывание с опорой на образец, план, таблицу и/или прочитанный/прослушанный текст (объём высказывания — до 110 слов);

2) *владеть фонетическими* навыками: различать на слух и адекватно, без ошибок, ведущих к сбою коммуникации, произносить слова с правильным ударением и фразы с соблюдением их ритмико-интонационных особенностей, в том числе применять правила отсутствия фразового ударения на служебных словах; владеть правилами чтения и выразительно читать вслух небольшие тексты объёмом до 110 слов, построенные на изученном языковом материале, с соблюдением правил чтения и соответствующей интонацией, демонстрирующей понимание текста; читать новые слова согласно основным правилам чтения;

владеть орфографическими навыками: правильно писать изученные слова;

владеть пунктуационными навыками: использовать точку, вопросительный и восклицательный знаки в конце предложения, запятую при перечислении и обращении, апостроф; пунктуационно правильно оформлять электронное сообщение личного характера;

3) *распознавать* в звучащем и письменном тексте 1250 лексических единиц (слов, словосочетаний, речевых клише) и правильно *употреблять* в устной и письменной речи 1050 лексических единиц, обслуживающих ситуации общения в рамках тематического содержания, с соблюдением существующих норм лексической сочетаемости;

распознавать и употреблять в устной и письменной речи родственные слова, образованные с использованием аффиксации: имена существительные с помощью суффиксов -ity, -ship, -ance/-ence; имена прилагательные с помощью префикса inter-;

распознавать и употреблять в устной и письменной речи родственные слова, образованные с помощью конверсии (имя существительное от неопределённой формы глагола (to walk — a walk), глагол от имени существительного (a present — to present), имя существительное от прилагательного (rich — the rich);

распознавать и употреблять в устной и письменной речи изученные многозначные слова, синонимы, антонимы; наиболее частотные фразовые глаголы; сокращения и аббревиатуры;

распознавать и употреблять в устной и письменной речи различные средства связи в тексте для обеспечения логичности и целостности высказывания;

4) *знать и понимать* особенностей структуры простых и сложных предложений английского языка; различных коммуникативных типов предложений английского языка;

распознавать в письменном и звучащем тексте и *использовать* в устной и письменной речи:

- предложения со сложным дополнением (Complex Object);
- все типы вопросительных предложений в Past Perfect Tense;
- повествовательные (утвердительные и отрицательные), вопросительные и побудительные предложения в косвенной речи в настоящем и прошедшем времени;
- согласование времён в рамках сложного предложения;
- согласование подлежащего, выраженного собирательным существительным (family, police), со сказуемым;
- конструкции с глаголами на -ing: to love/hate doing something;
- конструкции, содержащие глаголы-связки to be/to look/to feel/to seem;
- конструкции be/get used to do something; be/get used doing something;
- конструкцию both ... and ...;
- конструкции с глаголами to stop, to remember, to forget (пазница в значении to stop doing smth и to stop to do smth);
- глаголы в видо-временных формах действительного залога в изъявительном наклонении (Past Perfect Tense; Present Perfect Continuous Tense, Future-in-the-Past);
- модальные глаголы в косвенной речи в настоящем и прошедшем времени;
- неличные формы глагола (инфинитив, герундий, причастия настоящего и прошедшего времени);
- наречия too — enough;
- отрицательные местоимения no (и его производные nobody, nothing, etc.), none.

5) *владеть* социокультурными знаниями и умениями:

осуществлять межличностное и межкультурное общение, используя знания о национально-культурных особенностях своей страны и страны/стран изучаемого языка и освоив основные социокультурные элементы речевого поведенческого этикета в стране/странах изучаемого языка в рамках тематического содержания речи;

кратко представлять родную страну/малую родину и страну/страны изучаемого языка (культурные явления и события; достопримечательности, выдающиеся люди);

оказывать помощь зарубежным гостям в ситуациях повседневного общения (*объяснить* местонахождение объекта, сообщить возможный маршрут и т. д.);

6) *владеть* компенсаторными умениями: использовать при чтении и аудировании языковую, в том числе контекстуальную, догадку; при непосредственном общении — переспрашивать, просить повторить, уточняя значение незнакомых слов; игнорировать информацию, не являющуюся необходимой для понимания основного содержания прочитанного/прослушанного текста или для нахождения в тексте запрашиваемой информации;

7) *понимать* речевые различия в ситуациях официального и неофициального общения в рамках отобранного тематического содержания и использовать лексико-грамматические средства с их учётом;

8) уметь *рассматривать* несколько вариантов решения коммуникативной задачи в продуктивных видах речевой деятельности (говорении и письменной речи);

9) *участвовать* в несложных учебных проектах с использованием материалов на английском языке с применением ИКТ, соблюдая правила информационной безопасности при работе в сети Интернет;

10) *использовать* иноязычные словари и справочники, в том числе информационно-справочные системы в электронной форме;

11) *достигать* взаимопонимания в процессе устного и письменного общения с носителями иностранного языка, людьми другой культуры;

12) *сравнивать* (в том числе устанавливать основания для сравнения) объекты, явления, процессы, их элементы и основные функции в рамках изученной тематики.

9 класс

1) *владеть* основными видами речевой деятельности:

говорение: *вести* комбинированный диалог, включающий различные виды диалогов (диалог этикетного характера, диалог — побуждение к действию, диалог-расспрос); диалог — обмен мнениями в рамках тематического содержания речи в стандартных ситуациях неофициального общения с вербальными и/или зрительными опорами или без опор, с соблюдением норм речевого этикета, принятого в стране/странах изучаемого языка (до 6—8 реплик со стороны каждого собеседника);

создавать разные виды монологических высказываний (описание, в том числе характеристика; повествование/сообщение, рассуждение) с вербальными и/или зрительными опорами или без опор в рамках тематического содержания речи (объём монологического высказывания — до 10—12 фраз); *излагать* основное содержание прочитанного/прослушанного текста со зрительными и/или вербальными опорами (объём — 10—12 фраз); *излагать* результаты выполненной проектной работы; (объём — 10—12 фраз);

аудирование: *воспринимать на слух и понимать* несложные аутентичные тексты, содержащие отдельные неизученные языковые явления, в зависимости от поставленной коммуникативной задачи: с пониманием основного содержания, с пониманием нужной/интересующей/запрашиваемой информации (время звучания текста/текстов для аудирования — до 2 минут);

смысловое чтение: *читать про себя и понимать* несложные аутентичные тексты, содержащие отдельные неизученные языковые явления, с различной глубиной проникновения в их содержание в зависимости от поставленной коммуникативной задачи: с пониманием основного содержания, с пониманием нужной/интересующей/запрашиваемой информации, с полным пониманием содержания (объём текста/текстов для чтения — 500—600 слов); *читать про себя* несплошные тексты (таблицы, диаграммы) и *понимать* представленную в них информацию; *обобщать* и *оценивать* полученную при чтении информацию;

письменная речь: *заполнять* анкеты и формуляры, сообщая о себе основные сведения, в соответствии с нормами, принятыми в стране/странах изучаемого языка; *писать* электронное сообщение личного характера, соблюдая речевой этикет, принятый в стране/странах изучаемого языка (объём сообщения — до 120 слов); *создавать* небольшое письменное высказывание с опорой на образец, план, таблицу, прочитанный/прослушанный текст (объём высказывания — до 120 слов); *заполнять* таблицу, кратко фиксируя содержание прочитанного/прослушанного текста; *письменно представлять* результаты выполненной проектной работы (объём — 100—120 слов);

2) владеть **фонетическими** навыками: *различать на слух* и адекватно, без ошибок, ведущих к сбою коммуникации, *произносить* слова с правильным ударением и фразы с соблюдением их ритмико-интонационных особенностей, в том числе *при-*

менять правила отсутствия фразового ударения на служебных словах; *владеть* правилами чтения и выразительно *читать вслух* небольшие тексты объёмом до 120 слов, построенные на изученном языковом материале, с соблюдением правил чтения и соответствующей интонацией, демонстрируя понимание содержания текста; *читать* новые слова согласно основным правилам чтения.

владеть орфографическими навыками: правильно *писать* изученные слова;

владеть пунктуационными навыками: *использовать* точку, вопросительный и восклицательный знаки в конце предложения, запятую при перечислении и обращении, апостроф; пунктуационно правильно *оформлять* электронное сообщение личного характера;

3) *распознавать* в звучащем и письменном тексте 1350 лексических единиц (слов, словосочетаний, речевых клише) и правильно *употреблять* в устной и письменной речи 1200 лексических единиц, обслуживающих ситуации общения в рамках тематического содержания, с соблюдением существующей нормы лексической сочетаемости;

распознавать и употреблять в устной и письменной речи родственные слова, образованные с использованием аффиксации: глаголы с помощью префиксов *under-, over-, dis-, mis-*; имена прилагательные с помощью суффиксов *-able/-ible*; имена существительные с помощью отрицательных префиксов *in-/im-*; сложное прилагательное путём соединения основы числительного с основой существительного с добавлением суффикса *-ed (eight-legged)*; сложное существительное путём соединения основ существительного с предлогом (*mother-in-law*); сложное прилагательное путём соединения основы прилагательного с основой причастия I (*nice-looking*); сложное прилагательное путём соединения наречия с основой причастия II (*well-behaved*); глагол от прилагательного (*cool — to cool*);

распознавать и употреблять в устной и письменной речи изученные синонимы, антонимы, интернациональные слова; наиболее частотные фразовые глаголы; сокращения и аббревиатуры;

распознавать и употреблять в устной и письменной речи различные средства связи в тексте для обеспечения логичности и целостности высказывания;

4) *знать и понимать* особенности структуры простых и сложных предложений и различных коммуникативных типов предложений английского языка;

распознавать в письменном и звучащем тексте и *употреблять* в устной и письменной речи:

- предложения со сложным дополнением (Complex Object) (I want to have my hair cut.);
- предложения с I wish;
- условные предложения нереального характера (Conditional II);
- конструкцию для выражения предпочтения I prefer .../I'd prefer .../I'd rather ...;
- предложения с конструкцией either ... or, neither ... nor;
- формы страдательного залога Present Perfect Passive;
- порядок следования имён прилагательных (nice long blond hair);

5) *владеть* социокультурными знаниями и умениями:

знать/понимать и *использовать* в устной и письменной речи наиболее употребительную тематическую фоновую лексику и реалии страны/стран изучаемого языка в рамках тематического содержания речи (основные национальные праздники, обычаи, традиции);

выражать модальные значения, чувства и эмоции;

иметь элементарные представления о различных вариантах английского языка;

обладать базовыми знаниями о социокультурном портрете и культурном наследии родной страны и страны/стран изучаемого языка; *уметь представлять* Россию и страну/страны изучаемого языка; *оказывать помощь* зарубежным гостям в ситуациях повседневного общения;

6) *владеть* компенсаторными умениями: использовать при говорении переспрос; использовать при говорении и письме перифраз/толкование, синонимические средства, описание предмета вместо его названия; при чтении и аудировании — языковую догадку, в том числе контекстуальную; игнорировать информацию, не являющуюся необходимой для понимания основного содержания прочитанного/прослушанного текста или для нахождения в тексте запрашиваемой информации;

7) *уметь рассматривать* несколько вариантов решения коммуникативной задачи в продуктивных видах речевой деятельности (говорении и письменной речи);

8) *участвовать* в несложных учебных проектах с использованием материалов на английском языке с применением ИКТ, соблюдая правила информационной безопасности при работе в сети Интернет;

9) *использовать* иноязычные словари и справочники, в том числе информационно-справочные системы в электронной форме;

10) *достигать взаимопонимания* в процессе устного и письменного общения с носителями иностранного языка, людьми другой культуры;

11) *сравнивать* (в том числе устанавливать основания для сравнения) объекты, явления, процессы, их элементы и основные функции в рамках изученной тематики.

ТЕМАТИЧЕСКОЕ ПЛАНИРОВАНИЕ

Количество учебных часов на тему (раздел «Тематическое содержание речи») обозначено условно и может варьироваться по усмотрению учителя, при условии, что общее количество часов сохраняется. Время, формируемое участниками образовательных отношений может быть использовано для организации самостоятельной работы (включая работу с цифровыми образовательными ресурсами), для подготовки учебных проектов, проведения промежуточного и итогового контроля и т. д.

Набор тем общения, указанных в «Тематическом содержании речи» обязателен, однако их последовательность может варьироваться.

5 класс (102 часа)

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1	Моя семья. Мои друзья. Семейные праздники (день рождения, Новый год) (10 часов)	Изученные лексические единицы (слова, словосочетания, реплики-клише). Образование имён существительных при помощи суффиксов -er/-or, -ist, -sion/-tion. Образование имён прилагательных при помощи суффиксов -ful, -ian/-an. Образование наречий при помощи суффикса -ly.	Диалогическая речь Начинать, поддерживать и заканчивать разговор, в том числе по телефону; поздравлять с праздником и вежливо реагировать на поздравление; выражать благодарность. Обращаться с просьбой, вежливо соглашаться/не соглашаться выполнить просьбу; приглашать собеседника к совместной деятельности, вежливо соглашаться/не соглашаться на предложение собеседника. Сообщать фактическую информацию, отвечая на вопросы разных видов; запрашивать интересующую информацию.

	<p>Образование имён прилагательных, имён существительных и наречий при помощи отрицательного префикса un-.</p> <p>Предложения с несколькими обстоятельствами, следующими в определённом порядке.</p> <p>Вопросительные предложения: альтернативный и разделительный вопросы в Present/Past/Future Simple Tense.</p> <p>Глаголы в видо-временных формах действительного залога в изъявительном наклонении в Present Perfect Tense в повествовательных (утвердительных и отрицательных) и вопросительных предложениях.</p> <p>Имена существительные, имеющие форму только множественного числа.</p> <p>Имена существительные с причастиями настоящего и прошедшего времени.</p> <p>Наречия в положительной, сравнительной и превосходной степенях, образо-</p>	<p><i>Составлять диалог в соответствии с поставленной коммуникативной задачей с опорой на образцы; на ключевые слова, речевые ситуации и/или иллюстрации, фотографии.</i></p> <p>Монологическая речь</p> <p>Высказываться о фактах, событиях, используя основные типы речи (описание/характеристика, повествование) с опорой на ключевые слова, план, вопросы и/или иллюстрации, фотографии.</p> <p><i>Описывать объект, человека/литературного персонажа по определённой схеме.</i></p> <p>Передавать содержание прочитанного текста с опорой на вопросы, план, ключевые слова и/или иллюстрации, фотографии.</p> <p>Кратко излагать результаты выполненной проектной работы.</p> <p><i>Работать индивидуально и в группе при выполнении проектной работы.</i></p> <p>Аудирование</p> <p>Понимать речь учителя по ведению урока.</p> <p>Распознавать на слух и понимать связанное высказывание учителя, одноклассника, построенное на знакомом языковом материале.</p> <p>Вербально/невербально реагировать на услышанное.</p> <p>Воспринимать на слух и понимать основное содержание несложных аутентичных текстов, содержащие отдельные неизвестные слова.</p> <p><i>Определять тему прослушанного текста.</i></p> <p>Воспринимать на слух и понимать запрашиваемую информацию, представленную в явном виде, в несложных аутентичных текстах, содержащих отдель-</p>
2	<p>Внешность и характер человека/литературного персонажа. (7 часов)</p>	
3	<p>Досуг и увлечения/хобби современного подростка (чтение, кино, спорт).</p>	

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	(10 часов)	ванные по правилу и исключения.	ные знакомые слова. Использовать языковую догадку при восприятии на слух текстов, содержащих знакомые слова. Игнорировать знакомые слова, не мешающие понимать содержание текста. Смысловое чтение Читать про себя и понимать основное содержание несложных адаптированных аутентичных текстов, содержащие отдельные знакомые слова. <i>Определять тему прочитанного текста. Устанавливать логическую последовательность основных фактов.</i> <i>Соотносить текст/части текста с иллюстрациями.</i> Читать про себя и находить в несложных адаптированных аутентичных текстах, содержащих отдельные знакомые слова запрашиваемую информацию, представленную в явном виде. <i>Использование внешних формальных элементов текста (подзаголовки, иллюстрации, сноски) для понимания основного содержания прочитанного текста.</i> Догадываться о значении знакомых слов по сходству с русским языком, по словообразовательным
4	Здоровый образ жизни: режим труда и отдыха. Здоровое питание (10 часов)		
5	Покупки: одежда, обувь и продукты питания (7 часов)		
6	Школа, школьная жизнь, школьная форма, изучаемые предметы. Переписка с зарубежными сверстниками (15 часов)		

7	Каникулы в различное время года. Виды отдыха (7 часов)	элементам, по контексту. Понимать интернациональные слова в контексте. Игнорировать незнакомые слова, не мешающие понимать основное содержание текста. <i>Пользоваться сносками и лингвострановедческим справочником.</i> <i>Находить значение отдельных незнакомых слов в двуязычном словаре учебника.</i> Читать про себя и понимать запрашиваемую информацию, представленную в сплошных текстах (таблице). <i>Работать с информацией, представленной в разных форматах (текст, рисунок, таблица).</i>
8	Природа: дикие и домашние животные. Погода (10 часов)	Письменная речь Списывать текст и выписывать из него слова, словосочетания, предложения в соответствии с решаемой коммуникативной задачей; Восстанавливать предложение, текст в соответствии с решаемой учебной задачей.
9	Родной город/ село. Транспорт (10 часов)	Писать поздравления с праздниками (с Новым годом, Рождеством, днём рождения) с выражением пожеланий; Заполнять анкеты и формуляры: сообщать о себе основные сведения (имя, фамилия, возраст, страна проживания, любимое занятие и т. д.).
10	Родная страна и страна/страны изучаемого языка. Их географическое положение, столицы, достопримечательности, культурные особенности (национальные праздники, традиции, обычаи) (10 часов)	Писать электронное сообщение личного характера: сообщать краткие сведения о себе и запрашивать аналогичную информацию о друге по переписке; выражать благодарность. <i>Фиксировать нужную информацию.</i>

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11	<p>Выдающиеся люди родной страны и страны/ стран изучаемого языка: писатели, поэты (6 часов)</p> <p>Итого: 102 часа</p>		<p>Фонетическая сторона речи</p> <p>Различать на слух и адекватно произносить все звуки английского языка, соблюдая нормы произнесения звуков. Соблюдать правильное ударение в изолированном слове, фразе.</p> <p>Соблюдать правило отсутствия ударения на служебных словах (артиклах, союзах, предлогах).</p> <p>Различать коммуникативный тип предложения по его интонации.</p> <p>Членить предложение на смысловые группы</p> <p>Орфография и пунктуация</p> <p>Правильно писать изученные слова.</p> <p>Вставлять пропущенные буквы в слове.</p> <p>Правильно расставлять знаки препинания: запятую при перечислении и обращения; апостроф (в сокращенных формах глаголов (глагола-связки, вспомогательного и модального); в притяжательном падеже имен существительных /<i>Possessive Case</i>).</p> <p>Правильно ставить знаки препинания в конце предложения: точку в конце повествовательного предложения, вопросительный знак в конце вопросительного предложения, восклицательный знак в конце восклицательного предложения. Расставлять в электронном сообщении личного характера знаки препинания,</p>

		<p>диктуемые его форматом, в соответствии с нормами, принятыми в стране/странах изучаемого языка.</p> <p>Лексическая сторона речи</p> <p>Узнавать в устном и письменном тексте и употреблять в речи изученные лексические единицы (слова, словосочетания, речевые клише); интернациональные слова, синонимы.</p> <p>Узнавать простые словообразовательные элементы (суффиксы, префиксы).</p> <p>Группировать слова по их тематической принадлежности.</p> <p>Опираясь на языковую догадку в процессе чтения и аудирования (интернациональные слова, слова, образованные путем аффиксации).</p> <p>Грамматическая сторона речи</p> <p>Воспроизводить основные коммуникативные типы предложений. Соблюдать порядок слов в предложении.</p> <p>Использовать в речи предложения с простым глагольным, составным именным и составным глагольным сказуемыми.</p> <p>Распознавать и употреблять в устной и письменной речи изученные морфологические формы и синтаксические конструкции английского языка в рамках тематического содержания речи в соответствии с решаемой коммуникативной задачей (см. левую колонку таблицы).</p> <p><i>Распознавать в письменном тексте и дифференцировать слова по определённым признакам (существительные, прилагательные, смысловые глаголы).</i></p>
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№	Программная тема, число часов на её изучение (Тематика общения)	Языковой (лексико-грамматический) материал	Характеристика деятельности (учебной, познавательной, речевой) <i>Курсивом выделены универсальные учебные действия</i>
			<p>Социокультурные знания и умения</p> <p>Использовать отдельные социокультурные элементы речевого поведенческого этикета в стране/странах изучаемого языка в отобранных ситуациях общения («В семье», «В школе», «На улице»).</p> <p>Понимать и использовать в устной и письменной речи наиболее употребительную тематическую фоновую лексику и реалии в рамках отобранного тематического содержания.</p> <p>Владеть базовыми знаниями о социокультурном портрете родной страны и страны/стран изучаемого языка.</p> <p>Правильно оформлять свой адрес на английском языке (в анкете, в формуляре).</p> <p>Кратко представлять Россию; некоторые культурные явления родной страны и страны/стран изучаемого языка.</p> <p><i>Находить сходство и различие в традициях родной страны и страны/стран изучаемого языка.</i></p> <p><i>Систематизировать и анализировать полученную информацию.</i></p>

6 класс (102 часа)

№	Программная тема, число часов на её изучение (Тематика общения)	Языковой (лексико-грамматический) материал	Характеристика деятельности (учебной, познавательной, речевой) <i>Курсивом выделены универсальные учебные действия</i>
1	Взаимоотношения в семье и с друзьями. Семейные праздники (10 часов)	<p>Изученные лексические единицы (слова, словосочетания, реплики-клише). Изученные синонимы, антонимы и интернациональные слова.</p> <p>Имена существительные образованные при помощи суффикса -ing.</p> <p>Имена прилагательные, образованные при помощи суффиксов -al, -ing, -less, -ive.</p> <p>Сложноподчинённые предложения с придаточными определительными с союзными словами who, which, that.</p> <p>Сложноподчинённые предложения с придаточными времени союзами for, since.</p> <p>Предложения с конструкциями as ... as, not so ... as.</p>	<p>Диалогическая речь Начинать, поддерживать и заканчивать разговор; вежливо переспрашивать; поздравлять с праздником, выражать пожелания и вежливо реагировать на пожелание; выражать благодарность.</p> <p>Обращаться с просьбой, вежливо соглашаться/не соглашаться выполнить просьбу; приглашать собеседника к совместной деятельности, вежливо соглашаться/не соглашаться на предложение собеседника, объясняя причину своего решения.</p> <p>Сообщать фактическую информацию, отвечая на вопросы разных видов; выражать своё отношение к обсуждаемым фактам и событиям; запрашивать интересующую информацию; переходить с позиции спрашивающего на позицию отвечающего и наоборот.</p> <p><i>Составлять диалог в соответствии с поставленной коммуникативной задачей/с опорой на образец, опорой на речевые ситуации, ключевые слова, и/или иллюстрации, фотографии.</i></p> <p>Монологическая речь Высказываться о фактах, событиях, используя основные типы речи (описание/характеристика, повествование) с опорой на ключевые слова, план, вопросы, таблицу и/или иллюстрации, фотографии.</p>

№	Программная тема, число часов на её изучение (Тематика общения)	Языковой (лексико-грамматический) материал	Характеристика деятельности (учебной, познавательной, речевой) Курсивом выделены универсальные учебные действия
		<p>Глаголы в видо-временных формах действительного залога в изъявительном наклонении в Past Continuous Tense.</p> <p>Все типы вопросительных предложений (общий, специальный, альтернативный, разделительный вопросы) в Past Continuous Tense.</p> <p>Модальные глаголы и их эквиваленты (can/be able to, must/have to, may, should, need).</p> <p>Слова, выражающие количество (little/a little, few/a few).</p> <p>Возвратные, неопределённые местоимения some, anybody, anything, anything, etc.) every и производные</p>	<p><i>Описывать объект, человека/ литературного персонажа по определённой схеме.</i></p> <p>Передавать содержание прочитанного текста с опорой на вопросы, план, ключевые слова и/или иллюстрации, фотографии.</p> <p>Кратко излагать результаты выполненной проектной работы.</p> <p><i>Работать индивидуально и в группе при выполнении проектной работы.</i></p> <p>Аудирование</p> <p>Понимать речь учителя по ведению урока.</p> <p>Распознавать на слух и понимать связное высказывание учителя, одноклассника, построенное на знакомом языковом материале и/или содержащее некоторые незнакомые слова.</p> <p>Использовать переспрос или просьбу для уточнения отдельных деталей.</p> <p>Вербально/невербально реагировать на услышанное.</p> <p>Воспринимать на слух и понимать основное содержание несложных аутентичных текстов, содержащих отдельные незнакомые слова.</p> <p><i>Определять тему, прослушанного текста. Выделять главные факты, опуская второстепенные.</i></p>
2	Внешность и характер человека/литературного персонажа (7 часов)		
3	Досуг и увлечения/хобби современного подростка (чтение, кино, театр, спорт) (10 часов)		

4	Здоровый образ жизни. Режим труда и отдыха, фитнес, сбалансированное питание (10 часов)	(everybody, everything, etc.) в повествовательных (утвердительных и отрицательных) и вопросительных предложениях. Числительные для обозначения дат и больших чисел (100—1000)	<p>Воспринимать на слух и понимать запрашиваемую информацию, представленную в явном виде, в сложных аутентичных текстах, содержащих отдельные незнакомые слова.</p> <p><i>Использовать языковую, в том числе контекстуальную, догадку при восприятии на слух текстов, содержащих незнакомые слова.</i></p> <p>Игнорировать незнакомые слова, не мешающие понимать содержание текста.</p> <p>Смысловое чтение</p> <p>Читать про себя и понимать основное содержание несложных адаптированных аутентичных текстов, содержащих отдельные незнакомые слова.</p> <p><i>Определять тему прочитанного текста. Прогнозировать содержание текста по заголовку/ началу текста.</i></p> <p>Читать про себя и находить в несложных адаптированных аутентичных текстах, содержащих отдельные незнакомые слова запрашиваемую информацию, представленную в явном и в неявном виде.</p> <p><i>Соотносить текст/части текста с иллюстрациями</i></p> <p><i>Осознавать цель чтения и выбирать в соответствии с ней нужный вид чтения (с пониманием основного содержания, с выборочным пониманием запрашиваемой информации).</i></p> <p><i>Использование внешних формальных элементов текста (подзаголовки, иллюстрации, сноски) для понимания основного содержания прочитанного текста.</i></p>
5	Покупки: одежда, обувь и продукты питания (8 часов)		
6	Школа. Школьная жизнь, школьная форма, изучаемые предметы, любимый предмет, правила поведения в школе. Переписка с зарубежными сверстниками (10 часов)		

АНГЛИЙСКИЙ ЯЗЫК. 5—9 классы

№	Программная тема, число часов на её изучение (Тематика общения)	Языковой (лексико-грамматический) материал	Характеристика деятельности (учебной, познавательной, речевой) <i>Курсивом выделены универсальные учебные действия</i>
7	Каникулы в различное время года. Виды отдыха (10 часов)		Догадываться о значении неизвестных слов по сходству с русским языком, по словообразовательным элементам, по контексту.
8	Природа: дикие и домашние животные. Климат, погода (7 часов)		Понимать интернациональные слова в контексте. Игнорировать неизвестные слова, не мешающие понимать основное содержание текста. <i>Пользоваться сносками и лингвострановедческим справочником.</i> <i>Находить значение неизвестных слов в двуязычном словаре учебника.</i>
9	Жизнь в городе/сельской местности. Описание родного города/села. Транспорт (10 часов)		Читать про себя и понимать запрашиваемую информацию, представленную в неплотных текстах (таблице, диаграмме). <i>Работать с информацией, представленной в разных формах (текст, рисунок, таблица).</i> Письменная речь Восстанавливать предложение, текст в соответствии с решаемой учебной/коммуникативной задачей. Заполнять анкеты и формуляры: сообщать о себе основные сведения.
10	Родная страна и страна/страны изучаемого языка. Их географическое		Писать электронное сообщение личного характера: сообщать краткие сведения о себе и запрашивать аналогичную информацию о друге по переписке; выражать благодарность, извинения.

		<p>Писать небольшое письменное высказывание с опорой на образец, план, иллюстрацию. <i>Фиксировать нужную информацию.</i> Фонетическая сторона речи Различать на слух и адекватно произносить все звуки английского языка, соблюдая нормы произнесения звуков. Соблюдать правильное ударение в изолированном слове, фразе. Соблюдать правило отсутствия ударения на служебных словах (артиклах, союзах, предлогах). <i>Сравнивать и анализировать буквосочетания английского языка и их транскрипцию.</i> Различать коммуникативный тип предложения по его интонации. Членить предложение на смысловые группы. Корректно произносить предложения с точки зрения их ритмико-интонационных особенностей (побудительное предложение; общий, специальный, альтернативный и разделительный вопросы). Соблюдать интонацию перечисления. Воспроизводить слова по транскрипции. Читать вслух небольшие аутентичные тексты, построенные на изученном языковом материале, с соблюдением правил чтения и соответствующей интонацией, демонстрируя понимание текста. Орфография и пунктуация Правильно писать изученные слова. Соотносить графический образ слова с его звуковым образом. Правильно составлять знаки препинания: запятую при перечислении и обращении; апостроф; точку,</p>
<p>положение, столицы, население; официальные языки; достопримечательности; культурные особенности (национальные праздники, традиции, обычаи) (10 часов)</p> <p>Выдающиеся люди родной страны/и страны/стран изучаемого языка: учёные, писатели, поэты (10 часов)</p> <p>Итого: 102 часа</p>		

№	Программная тема, число часов на её изучение (Тематика общения)	Языковой (лексико-грамматический) материал	<p>Характеристика деятельности (учебной, познавательной, речевой)</p> <p><i>Курсивом выделены универсальные учебные действия</i></p>
			<p>вопросительный и восклицательный знаки и в конце предложения.</p> <p>Расставлять в электронном сообщении личного характера знаки препинания, диктуемые его формой, в соответствии с нормами, принятыми в стране изучаемого языка.</p> <p>Лексическая сторона речи</p> <p>Узнавать в устном и письменном тексте и употреблять в речи изученные лексические единицы (слова, словосочетания, речевые клише); интернациональные слова, синонимы, антонимы в соответствии с ситуацией общения.</p> <p>Узнавать простые словообразовательные элементы (суффиксы, префиксы).</p> <p>Опираясь на языковую догадку в процессе чтения и аудирования (интернациональные слова, слова, образованные путем аффиксации).</p> <p>Распознавать и употреблять различные средства связи для обеспечения логичности и целостности высказывания.</p> <p>Грамматическая сторона речи</p> <p>Воспроизводить основные коммуникативные типы предложений. Соблюдать порядок слов в предложении.</p>

		<p>Распознавать и употреблять в устной и письменной речи изученные морфологические формы и синтаксические конструкции английского языка в рамках тематического содержания речи в соответствии с решаемой коммуникативной задачей (см. левую колонку таблицы).</p> <p><i>Распознавать в письменном тексте и дифференцировать слова по определённым признакам (существительные, прилагательные, смысловые глаголы).</i></p> <p>Социокультурные знания и умения</p> <p>Использовать отдельные социокультурные элементы речевого поведенческого этикета в стране/странах изучаемого языка в отобранных ситуациях общения («Дома», «В магазине», «У врача» и др.);</p> <p>Знать и использовать в устной и письменной речи наиболее употребительную тематическую фоновую лексику и реалии в рамках тематического содержания речи.</p> <p>Владеть базовыми знаниями о социокультурном портрете родной страны и страны/ стран изучаемого языка.</p> <p>Кратко представлять Россию и страну/страны изучаемого языка (культурные явления; наиболее известные достопримечательности; национальные праздники; традиции в проведении досуга и питания);</p> <p>Кратко рассказывать о выдающихся людях родной страны и страны/стран изучаемого языка.</p> <p><i>Находить сходство и различие в традициях родной страны и страны/стран изучаемого языка.</i></p> <p><i>Систематизировать и анализировать полученную информацию.</i></p>

7 класс (102 часа)

№	Программная тема, число часов на её изучение (Тематика общения)	Языковой (лексико-грамматический) материал	Характеристика деятельности (учебной, познавательной, речевой) <i>Курсивом выделены универсальные учебные действия</i>
1	Взаимоотношения в семье и с друзьями. Семейные праздники. Обязанности по дому (10 часов)	Изученные лексические единицы (слова, словосочетания, реплики-клише). Многосложные лексические единицы. Синонимы. Антонимы. Интернациональные слова. Наиболее частотные фразовые глаголы. Различные средства связи для обеспечения логичности и целостности. Имена существительные, образованные с помощью суффиксов: -ness, -ment. Имена прилагательные, образованные с помощью суффиксов: -ly, -ous, -y. Имена прилагательные и наречия, образованные с помощью префиксов: in-/im-. Сложные прилагательные,	Диалогическая речь Составлять комбинированный диалог, включающий различные виды диалога, в соответствии с поставленной коммуникативной задачей/с опорой на образец, опорой на речевые ситуации, ключевые слова, и/или иллюстрации, фотографии. Монологическая речь Высказываться о фактах, событиях, используя основные типы речи (описание/характеристика, повествование/сообщение) сопорой на ключевые слова, план, вопросы, таблицу и/или иллюстрации, фотографии. <i>Описывать объект, человека/литературного персонажа по определённой схеме.</i> Передавать содержание прочитанного/прослушанного текста с опорой на вопросы, план, ключевые слова и/или иллюстрации, фотографии. Выражать и аргументировать своё отношение к прочитанному/услышанному. <i>Переспрашивать, просить повторить, уточняя значение незнакомых слов.</i> Кратко излагать результаты выполненной проектной работы.

2	Внешность и характер человека/литературного персонажа (7 часов)	образованные путём соединения основы прилагательного с основой существительного с добавлением суффикса -ed . Предложения со сложным дополнением (Complex Object). (I want you to do it.). Условные предложения реального (Conditional 0, Conditional I) характера. Предложения с конструкцией to be going to + инфинитив и формы Future Simple Tense и Present Continuous Tense для выражения будущего действия. Конструкция used to + инфинитив глагола. Глаголы в наиболее употребительных формах страдательного залога (Present / Past Simple Passive). Предлоги, употребляемые с глаголами в страдательном залоге. Модальный глагол might. Наречия, совпадающие по форме с прилагательными	Работать индивидуально и в группе при выполнении проектной работы. Аудирование Понимать речь учителя по ведению урока. Распознавать на слух и понимать связанное высказывание учителя, одноклассника, построенное на знакомом языковом материале и/или содержащее некоторые незнакомые слова. Использовать переспрос или просьбу для уточнения отдельных деталей. Вербально/невербально реагировать на услышанное. Воспринимать на слух и понимать основное содержание несложных аутентичных текстов разных жанров и стилей, содержащие отдельные незнакомые слова. <i>Определять тему, прослушанного текста. Выделять главные факты, опуская второстепенные.</i> Воспринимать на слух и понимать запрашиваемую информацию, представленную в явном виде, в несложных аутентичных текстах, содержащих отдельные незнакомые слова. <i>Использовать контекстуальную, в том числе языковую, догадку при восприятии на слух текстов, содержащих незнакомые слова.</i> <i>Игнорировать незнакомые слова, не влияющие на понимание текста.</i> Смысловое чтение Читать про себя и понимать основное содержание несложных адаптированных аутентичных текстов, содержащих отдельные незнакомые слова. <i>Определять тему/основную мысль прочитанного текста.</i>
3	Досуг и увлечения/хобби современного подростка (чтение, кино, театр, музей, спорт, музыка) (10 часов)		
4	Здоровый образ жизни. Режим труда и отдыха. Фитнес. Сбалансированное питание (10 часов)		
5	Покупки: одежда, обувь и продукты питания (7 часов)		

№	Программная тема, число часов на её изучение (Тематика общения)	Языковой (лексико-грамматический) материал	Характеристика деятельности (учебной, познавательной, речевой) <i>Курсивом выделены универсальные учебные действия</i>
6	Школа. Школьная жизнь, школьная форма, изучаемые предметы, любимый предмет, правила поведения в школе, посещение библиотеки/ресурсного центра. Переписка с зарубежными сверстниками (10 часов)	(fast, high; early). Местоимения other / another, both, all, one. Количественные числительные для обозначения больших чисел (до 1 000 000).	<p><i>Прогнозировать содержание текста по заголовку/ началу текста.</i></p> <p><i>Определять главные факты/события, опуская второстепенные.</i></p> <p><i>Определять последовательность главных фактов и событий.</i></p> <p>Читать про себя адаптированные аутентичные тексты, содержащие отдельные знакомые слова, находить и полно и точно понимать запрашиваемую информацию, представленную в явном виде.</p> <p><i>Использование внешних формальных элементов текста (подзаголовки, иллюстрации, сноски) для понимания основного содержания прочитанного текста.</i></p> <p>Догадываться о значении неизвестных слов по сходству с русским языком, по словообразовательным элементам, по контексту.</p> <p>Понимать интернациональные слова в контексте.</p> <p>Игнорировать неизвестные слова, не мешающие понимать основное содержание текста.</p> <p><i>Пользоваться сносками и лингвострановедческим справочником.</i></p> <p><i>Находить значение неизвестных слов в двуязычном словаре.</i></p>

7	Каникулы в различное время года. Виды отдыха. Путешествия по России и зарубежным странам (10 часов)	<p>Осознавать цель чтения и выбирать в соответствии с ней нужный вид чтения (с пониманием основного содержания, с выборочным пониманием запрашиваемой информации). Читать про себя и понимать запрашиваемую информацию, представленную в сплошных текстах (таблицах, диаграммах). <i>Работать с информацией, представленной в разных форматах (текст, рисунок, таблица).</i></p> <p>Письменная речь Списывать текст и выписывать из него слова, словосочетания, предложения в соответствии с решаемой коммуникативной задачей. Восстанавливать предложение, текст в соответствии с решаемой учебной задачей. Составлять план прочитанного текста; заполнять анкеты и формуляры: сообщать о себе основные сведения. Писать электронное сообщение личного характера: сообщать краткие сведения о себе и запрашивать аналогичную информацию о других по переписке; выражать благодарность, извинения, просьбу; оформлять обращение, завершающую фразу и подписать в соответствии с нормами неофициального общения, принятыми в стране/странах изучаемого языка. Писать небольшое письменное высказывание с опорой на образец, план, иллюстрацию, таблицу. <i>Фиксировать нужную информацию.</i></p> <p>Фонетическая сторона речи Различать на слух и адекватно произносить все</p>
8	Природа: дикие и домашние животные. Климат, погода (7 часов)	
9	Жизнь в городе и сельской местности. Описание родного города/села. Транспорт (6 часов)	
10	Средства массовой информации. Телевидение. Журналы. Интернет (5 часов)	

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11	Родная страна и страна/страны изучаемого языка. Их географическое положение, столицы; население; официальные языки; достопримечательности; культурные особенности (национальные праздники, традиции, обычаи) (10 часов)		<p>звуки английского языка, соблюдая нормы произнесения звуков.</p> <p>Соблюдать правильное ударение в изолированном слове, фразе.</p> <p>Соблюдать правило отсутствия ударения на служебных словах (артиклах, союзах, предлогах).</p> <p>Различать коммуникативный тип предложения по его интонации.</p> <p>Членить предложение на смысловые группы. Корректно произносить предложения с точки зрения их ритмико-интонационных особенностей (побудительное предложение; общий, специальный, альтернативный и разделительный вопросы).</p> <p>Соблюдать интонацию перечисления.</p> <p>Воспроизводить слова по транскрипции. <i>Оперировать полученными фонетическими сведениями из словаря в чтении вслух и при говорении.</i></p> <p>Читать вслух небольшие аутентичные тексты, построенные на изученном языковом материале, с соблюдением правил чтения и соответствующей интонацией, демонстрируя понимание текста.</p> <p>Орфография и пунктуация</p> <p>Правильно писать изученные слова.</p>

12	<p>Выдающиеся люди родной страны и страны/стран изучаемого языка: учёные, писатели, поэты, спортсмены (10 часов)</p> <p>Итого: 102 часа</p>	<p>Соотносить графический образ слова с его звуковым образом.</p> <p>Правильно расставлять знаки препинания: запятую при перечислении и обращения; апостроф; точку, вопросительный и восклицательный знак и в конце предложения.</p> <p>Расставлять в электронном сообщении личного характера знаки препинания, диктуемые его форматом, в соответствии с нормами, принятыми в стране изучаемого языка.</p> <p>Лексическая сторона речи</p> <p>Узнавать в устном и письменном тексте и употреблять в речи изученные лексические единицы (слова, словосочетания, речевые клише); синонимы, антонимы, наиболее частотные фразовые глаголы в соответствии с ситуацией общения.</p> <p>Узнавать простые словообразовательные элементы (суффиксы, префиксы).</p> <p>Опираясь на языковую догадку в процессе чтения и аудирования (интернациональные слова; слова, образованные путем аффиксации, словосложения).</p> <p>Распознавать и употреблять различные средства связи для обеспечения логичности и целостности высказывания.</p> <p>Грамматическая сторона речи</p> <p>Воспроизводить основные коммуникативные типы предложений. Соблюдать порядок слов в предложении.</p> <p>Распознавать и употреблять в устной и письменной речи изученные морфологические формы и синтаксические конструкции английского языка в рамках</p>
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№	Программная тема, число часов на её изучение (Тематика общения)	Языковой (лексико-грамматический) материал	Характеристика деятельности (учебной, познавательной, речевой) <i>Курсивом выделены универсальные учебные действия</i>
			<p>тематического содержания речи в соответствии с решаемой коммуникативной задачей (см. левую колонку таблицы).</p> <p><i>Распознавать в письменном тексте и дифференцировать слова по определённым признакам (существительные, прилагательные, смысловые глаголы).</i></p> <p>Социокультурные знания и умения</p> <p>Использовать отдельные социокультурные элементы речевого поведенческого этикета в стране/странах изучаемого языка в отобранных ситуациях общения («В городе», «Проведение досуга», «Во время путешествия» и др.).</p> <p>Знать и использовать в устной и письменной речи наиболее употребительную тематическую фоновую лексику и реалии в рамках отобранного тематического содержания.</p> <p>Владеть базовыми знаниями о социокультурном портрете родной страны и страны/стран изучаемого языка.</p> <p>Кратко представлять Россию и страну/страны изучаемого языка: некоторые культурные явления; наиболее известные достопримечательности.</p> <p>Кратко рассказывать о выдающихся людях родной страны и страны/стран изучаемого языка.</p>

8 класс (102 часа)

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1	Взаимоотношения в семье и с друзьями (10 часов)	Изученные лексические единицы (слова, словосочетания, реплики-клише). Синонимы, антонимы; наиболее частотные фразовые глаголы; сокращения и аббревиатуры. Средства связи для обеспечения логичности и целостности высказывания.	Диалогическая речь Составлять комбинированный диалог, включающий различные виды диалога, в соответствии с поставленной коммуникативной задачей/с опорой на образец, опорой на речевые ситуации, ключевые слова, и/или иллюстрации, фотографии. <i>Переспрашивать, просить повторить, уточняя значение незнакомых слов.</i> Монологическая речь Высказываться о фактах, событиях, используя основные типы речи (описание/характеристика, повествование/сообщение) с опорой на ключевые слова, план, вопросы, таблицу и/или иллюстрации, фотографии.
2	Внешность и характер человека/литературного персонажа (5 часов)	Имена прилагательные, образованные при помощи префикса inter-. Образование родственных слов посредством конверсии: имени существительного от неопределённой формы глагола (to walk — a walk); глагола от имени	<i>Описывать объект, человека/литературного персонажа по определённой схеме.</i> Передавать содержание прочитанного/прослушанного текста с опорой на вопросы, план, ключевые слова и/или иллюстрации, фотографии. Выражать и аргументировать своё отношение к прочитанному/услышанному. Составлять рассказ по картинкам. Кратко излагать результаты выполненной проектной работы.
3	Досуг и увлечения/хобби современного подростка (чтение, кино, театр, музей, спорт, музыка) (10 часов)		

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4	Здоровый образ жизни. Режим труда и отдыха. Фитнес. Сбалансированное питание. Посещение врача (10 часов)	существительного (a present — to present); имени существительного (rich — the rich). Согласование подлежащего, выраженного собирательным существительным (family, police) со сказуемым.	<i>Работать индивидуально и в группе при выполнении проектной работы.</i> Аудирование Понимать речь учителя по ведению урока. Распознавать на слух и понимать связанное высказывание учителя, одноклассника, построенное на знакомом языковом материале и/или содержащее некоторые незнакомые слова. Использовать переспрос или просьбу для уточнения отдельных деталей.
5	Покупки: одежда, обувь и продукты питания. Карманные деньги (6 часов)	Конструкции, содержащие глаголы-связки to be/to look/to feel/to seem. Предложения со сложным дополнением (Complex Object) (I want you to do it.). Повествовательные (утвердительные и отрицательные), вопросительные и побудительные предложения в косвенной речи в настоящем и прошедшем времени.	Вербально/невербально реагировать на услышанное. Воспринимать на слух и понимать основное содержание несложных аутентичных текстов, содержащие отдельные неизученные языковые явления. <i>Определять тему/идею и главные события/факты прослушанного текста.</i> <i>Выделять главные факты, опуская второстепенные.</i> <i>Прогнозировать содержание текста по началу сообщения.</i>
6	Школа, школьная жизнь, школьная форма, изучаемые предметы и отношение к ним. Посещение школьной библиотеки/ресурсного центра. Переписка.		Воспринимать на слух и понимать нужную/интересующую/запрашиваемую информацию, представленную в явном виде в несложных аутентичных текстах,

	ска с зарубежными сверстниками (10 часов)	Все типы вопросительных предложений в Past Perfect Tense. Модальные глаголы в косвенной речи в настоящем и прошедшем времени. Согласование времён в рамках сложного предложения. Конструкция both ... and ... Конструкции be/get used to + инфинитив глагола; be/get used to doing something; Конструкции с глаголами to stop, to remember, to forget (разница в значении to stop doing smth и to stop to do smth). Глаголы в видовременных формах действительного залога в изъявительном наклонении в Past Perfect Tense; Present Perfect Continuous Tense, Future in-the-Past Tense. Неличные формы глагола (инфинитив, герундий, причастия настоящего и прошедшего времени). Наречия too — enough.	содержащих отдельные неизученные языковые явления. <i>Оценивать информацию с точки зрения её полезности/достоверности.</i> <i>Использовать языковую, в том числе контекстуальную, догадку при восприятии на слух текстов, содержащих незнакомые языковые явления.</i> <i>Игнорировать незнакомые языковые явления, не влияющие на понимание текста.</i> Смысловое чтение Читать про себя и понимать основное содержание несложных аутентичных текстов, содержащих отдельные неизученные языковые явления. <i>Определять тему/основную мысль прочитанного текста.</i> <i>Определять главные факты/события, опуская второстепенные.</i> <i>Прогнозировать содержание текста по заголовку/началу текста.</i> <i>Устанавливать логическую последовательность основных фактов.</i> <i>Соотносить текст/части текста с иллюстрациями.</i> <i>Игнорировать неизученные языковые явления, мешающие понимать основное содержание текста.</i> Читать про себя и находить в несложных аутентичных текстах, содержащих отдельные неизученные языковые явления, нужную/интересующую/запрашиваемую информацию, представленную в явном виде. <i>Оценивать найденную информацию с точки зрения</i>
7	Виды отдыха в различное время года. Путешествия по России и зарубежным странам (7 часов)		
8	Природа: флора и фауна. Проблемы экологии. Климат, погода. Стихийные бедствия (10 часов)		
9	Условия проживания в городской/сельской местности. Транспорт (7 часов)		
10	Средства массовой информации. Телевидение. Радио. Пресса. Интернет (7 часов)		

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11	Родная страна и страна/страны изучаемого языка. Их географическое положение, столицы; население; официальное; официальные языки; достопримечательности, культурные особенности (национальные праздники, традиции, обычаи) (10 часов)	Отрицательные местоимения no (и его производные nobody, nothing, etc.), none.	<p><i>её значимости для решения коммуникативной задачи.</i></p> <p>Читать про себя и понимать нужную/интересующую/запрашиваемую информацию, представленную в несложных текстах (таблицах, диаграммах, схемах).</p> <p><i>Работать с информацией, представленной в разных форматах (текст, рисунок, таблица).</i></p> <p>Читать с полным пониманием содержания несложные аутентичные тексты, содержащие отдельные незнакомые языковые явления.</p> <p>Полно и точно понимать прочитанный текст на основе его информативной переработки (смыслового и структурного анализа отдельных частей текста, выборочного перевода).</p> <p><i>Восстанавливать текст из разрозненных абзацев.</i></p> <p><i>Устанавливать причинно-следственную взаимосвязь фактов и событий, изложенных в тексте.</i></p> <p><i>Осознавать цель чтения и выбирать в соответствии с ней нужный вид чтения (с пониманием основного содержания, с выборочным пониманием запрашиваемой информации, с полным пониманием).</i></p>
12	Выдающиеся люди родной страны и страны/стран изучаемого языка: учёные, писатели, поэты,		

	<p>художники, музыканты, спортсмены (10 часов)</p> <p>Итого: 102 часа</p>		<p><i>Использование внешних формальных элементов текста (подзаголовки, иллюстрации, сноски) для понимания основного содержания прочитанного текста.</i></p> <p>Догадываться о значении незнакомых слов по сходству с русским языком, по словообразовательным элементам, по контексту.</p> <p>Понимать интернациональные слова в контексте.</p> <p><i>Пользоваться сносками и лингвострановедческим справочником.</i></p> <p><i>Находить значение отдельных незнакомых слов в двуязычном словаре.</i></p> <p>Письменная речь</p> <p>Составлять план/тезисы устного или письменного сообщения.</p> <p>Заполнять анкеты и формуляры: сообщать о себе основные сведения.</p> <p>Писать электронное сообщение личного характера: сообщать краткие сведения о себе и запрашивать аналогичную информацию о друге по переписке; излагать различные события, делиться впечатлениями; выразить благодарность, извинения, просьбу.</p> <p>Писать небольшое письменное высказывание с опорой на образец, план, иллюстрацию, таблицу и/или прочитанный/прослушанный текст.</p> <p><i>Фиксировать нужную информацию.</i></p> <p>Фонетическая сторона речи</p> <p>Различать на слух и адекватно произносить все звуки английского языка, соблюдая нормы произнесения звуков.</p>
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№	Программная тема, число часов на её изучение (Тематика общения)	Языковой (лексико-грамматический) материал	Характеристика деятельности (учебной, познавательной, речевой) <i>Курсивом выделены универсальные учебные действия</i>
			<p>Соблюдать правильное ударение в изолированном слове, фразе.</p> <p>Соблюдать правило отсутствия ударения на служебных словах (артиклах, союзах, предлогах).</p> <p>Различать коммуникативный тип предложения по его интонации.</p> <p>Членить предложение на смысловые группы.</p> <p>Корректно произносить предложения с точки зрения их ритмико-интонационных особенностей (побудительное предложение; общий, специальный, альтернативный и разделительный вопросы).</p> <p>Соблюдать интонацию перечисления.</p> <p>Воспроизводить слова по транскрипции.</p> <p><i>Оперировать полученными фонетическими сведениями из словаря в чтении вслух и при говорении.</i></p> <p>Читать вслух небольшие аутентичные тексты, построенные на изученном языковом материале, с соблюдением правил чтения и соответствующей интонацией, демонстрируя понимание текста.</p> <p>Орфография и пунктуация</p> <p>Правильно писать изученные слова.</p> <p>Соотносить графический образ слова с его звуковым образом.</p>

		<p>Правильно расставлять знаки препинания: запятую при перечислении и обращения; апостроф; точку, вопросительный и восклицательный знак и в конце предложения.</p> <p>Расставлять в электронном сообщении личного характера знаки препинания, диктуемые его форматом, в соответствии с нормами, принятыми в стране изучаемого языка.</p> <p>Лексическая сторона речи</p> <p>Узнавать в устном и письменном тексте и употреблять в речи изученные лексические единицы (слова, словосочетания, речевые клише); синонимы, антонимы, наиболее частотные фразовые глаголы, сокращения и аббревиатуры в соответствии с ситуацией общения.</p> <p>Узнавать простые словообразовательные элементы (суффиксы, префиксы).</p> <p>Выбирать нужное значение многозначного слова.</p> <p>Опирается на языковую догадку в процессе чтения и аудирования (интернациональные слова; слова, образованные путем аффиксации, словосложения, конверсии).</p> <p>Распознавать и употреблять различные средства связи для обеспечения логичности и целостности высказывания.</p> <p>Грамматическая сторона речи</p> <p>Распознавать и употреблять в устной и письменной речи изученные морфологические формы и синтаксические конструкции английского языка в рамках тематического содержания речи в соответствии с решаемой коммуникативной задачей (см. левую</p>
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№	Программная тема, число часов на её изучение (Тематика общения)	Языковой (лексико-грамматический) материал	Характеристика деятельности (учебной, познавательной, речевой) <i>Курсивом выделены универсальные учебные действия</i>
			<p>колонку таблицы).</p> <p>Социокультурные знания и умения</p> <p>Осуществлять межличностное и межкультурное общение, с использованием знаний о национально-культурных особенностях своей страны и страны/стран изучаемого языка и основных социокультурных элементов речевого поведенческого этикета в англоязычной среде в рамках тематического содержания речи.</p> <p>Использовать в устной и письменной речи наиболее употребительной тематической фоновой лексики и реалий в рамках тематического содержания.</p> <p>Владеть базовыми знаниями о социокультурном портрете родной страны и страны/стран изучаемого языка.</p> <p>Кратко представлять Россию и страну/страны изучаемого языка (культурные явления и события; достопримечательности);</p> <p>Кратко рассказывать о некоторых выдающихся людях родной страны и страны/стран изучаемого языка.</p> <p>Оказывать помощь зарубежным гостям в ситуациях повседневного общения (объяснить местонахождение</p>

			<p>объекта, сообщить возможный маршрут и т. д.). <i>Находить сходство и различие в традициях родной страны и страны/стран изучаемого языка.</i> <i>Систематизировать и анализировать полученную информацию.</i></p>
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9 класс (102 часа)

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1	Взаимоотношения в семье и с друзьями. Конфликты и их решения (10 часов)	Изученные лексические единицы (слова, словосочетания, речевые клише). Изученные многозначные слова; синонимы, антонимы; интернациональные слова; наиболее частотные фразовые глаголы; сокращения и аббревиатуры. Средства связи для обеспечения логичности и целостности высказывания. Глаголы, образованные с помощью префиксов: dis-, mis-, over-, under-. Имена прилагательные, образованные с помощью суффиксов: -able/-ible. Имена существительные, образованные с помощью префиксов: in-/im-. Сложные существительные, образованные путём соединения основы числи-	Диалогическая речь <i>Составлять комбинированный диалог, включающий различные виды диалога, в соответствии с поставленной коммуникативной задачей с опорой на речевые ситуации, ключевые слова, и/или иллюстрации, фотографии или без опор.</i> Выражать свою точку зрения и обосновывать её, высказывать своё согласие/несогласие с точкой зрения собеседника, выражать сомнение, давать эмоциональную оценку обсуждаемым событиям: восхищение, удивление, радость, огорчение и т. д.). <i>Переспрашивать, просить повторить, уточняя значение незнакомых слов.</i> Монологическая речь Высказываться о фактах, событиях, используя основные типы речи (описание/характеристика, повествование/сообщение, рассуждение) с опорой на ключевые слова, план, вопросы, таблицу и/или иллюстрации, фотографии. <i>Описывать объект, человека/литературного персонажа по плану.</i> Передавать содержание, основную мысль прочитанного/прослушанного текста с опорой на вопросы, план, ключевые слова и/или иллюстрации, фотографии.
2	Внешность и характер человека/литературного персонажа (7 часов)		
3	Досуг и увлечения/хобби современного подростка (чтение, кино, театр, музыка, музей, спорт, живопись; компьютерные игры). Роль книги		

	в жизни подростка (10 часов)	тельного с основной существительного с добавлением суффикса -ed. Сложные существительные, образованные путём соединения основы существительного с предлогом. Сложные прилагательные, образованные путём соединения основы прилагательного с основной причастия настоящего времени. Сложные прилагательные, образованные путём соединения основы прилагательного с основной причастия прошедшего времени. Глаголы, образованные при помощи конверсии от имени прилагательного. Предложения со сложным дополнением (Complex Object) (I want to have my hair cut.). Условные предложения нереального характера (Conditional II). Конструкции для выражения предпочтения	Выражать и аргументировать своё отношение к прочитанному/услышанному. Составлять рассказ с опорой на серию картинок. Кратко излагать результаты выполненной проектной работы. <i>Работать индивидуально и в группе при выполнении проектной работы.</i> <i>Использовать перифразирование, дефиницию, синонимические и антонимические средства в случае сбоя коммуникации, а также в условиях дефицита языковых средств.</i> Аудирование Понимать речь учителя по ведению урока. Распознавать на слух и понимать связанное высказывание учителя, одноклассника, построенное на знакомом языковом материале и/или содержащее некоторые незнакомые слова. Использовать переспрос или просьбу для уточнения отдельных деталей. Вербально/невербально реагировать на услышанное. Воспринимать на слух и понимать основное содержание несложных аутентичных текстов, содержащие отдельные неизученные языковые явления. <i>Определять тему, прослушанного текста. Выделять главные факты, опуская второстепенные.</i> <i>Прогнозировать содержание текста по началу сообщения.</i> Воспринимать на слух и понимать нужную/интересующую/запрашиваемую информацию в несложных аутентичных текстах, содержащих отдельные неизученные языковые явления.
4	Здоровый образ жизни. Режим труда и отдыха. Фитнес. Сбалансированное питание. Посещение врача (10 часов)		
5	Покупки: одежда, обувь и продукты питания. Карманные деньги. Молодёжная мода (7 часов)		
6	Школа, школьная жизнь, изучаемые предметы и отношение к ним. Взаимоотношения в школе, проблемы и их решение. Переписка с зарубежными сверстниками (8 часов)		

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7	Виды отдыха в различное время года. Путешествия по России и зарубежным странам. Транспорти (10 часов)	I prefer.../I'd prefer.../I'd rather... Конструкция I wish ... Предложения с конструкцией either ... or, neither ... nor. Глаголы в форме страдательного залога (Present/Past Simple Passive; Present Perfect Passive). Порядок следования имён прилагательных (nice long blond hair).	Оценивать информацию с точки зрения её полезности/достоверности. Использовать языковую, в том числе контекстуальную, догадку при восприятии на слух текстов, содержащих незнакомые языковые явления. Игнорировать незнакомые языковые явления, не влияющие на понимание текста. Смысловое чтение Читать про себя и понимать основное содержание несложных аутентичных текстов, содержащих отдельные неизученные явления. <i>Определять тему/основную мысль прочитанного текста.</i> <i>Определять главные факты/события, опуская второстепенные.</i> <i>Прогнозировать содержание текста по заголовку/началу текста.</i> <i>Устанавливать логическую последовательность основных фактов, событий.</i> <i>Разбивать текст на относительно самостоятельные смысловые части. Соотносить текст/части текста с иллюстрациями.</i> <i>Оглавливать текст/его отдельные части.</i>
8	Природа: флора и фауна. Проблемы экологии. Защита окружающей среды. Климат, погода. Стихийные бедствия (10 часов)		
9	Средства массовой информации. Телевидение. Радио. Пресса. Интернет (10 часов)		

10	<p>Родная страна и страна/страны изучаемого языка. Их географическое положение, столицы и крупные города; регионы; население; официальное языки. Достопримечательности, культурные особенности (национальные праздники, знаменательные даты, традиции, обычаи); страницы истории (10 часов)</p>		<p>Игнорировать неизученные языковые явления, мешающие понимать основное содержание текста. Читать про себя и находить в несложных аутентичных текстах, содержащих отдельные неизученные языковые явления, нужную/интересующую/запрашиваемую информацию представленную в явном и неявном виде. <i>Оценивать найденную информацию с точки зрения её значимости для решения коммуникативной задачи.</i> Читать с полным пониманием содержания несложные аутентичные тексты, содержащие отдельные неизученные языковые явления. Полно и точно понимать прочитанный текст на основе его информационной переработки (смыслового и структурного анализа отдельных частей текста, выборочного перевода). <i>Восстанавливать текст из разрозненных абзацев или путём добавления выпущенных фрагментов. Осознавать цель чтения и выбирать в соответствии с ней нужный вид чтения (с пониманием основного содержания, с выборочным пониманием запрашиваемой информации, с полным пониманием).</i> <i>Использовать внешние формальные элементы текста (подзаголовки, иллюстрации, сноски) для понимания основного содержания прочитанного текста.</i> Читать про себя и понимать запрашиваемую информацию, представленную в несплошных текстах (таблицах, диаграммах).</p>
11	<p>Выдающиеся люди родной страны и страны/стран изучаемого языка, их вклад в науку и мировую культуру: государственные</p>		

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	<p>деятели, учёные, писатели, поэты, художники, музыканты, спортсмены (10 часов)</p> <p>Итого: 102 часа</p>		<p><i>Работать с информацией, представленной в разных формах (текст, рисунок, таблица).</i></p> <p>Догадываться о значении неизвестных слов по сходству с русским/родным языком, по словообразовательным элементам, по контексту.</p> <p>Понимать интернациональные слова в контексте.</p> <p><i>Пользоваться сносками и лингвострановедческим справочником.</i></p> <p><i>Находить значение отдельных неизвестных слов в двуязычном словаре.</i></p> <p>Письменная речь</p> <p>Составлять план, тезисы устного или письменного высказывания.</p> <p>Заполнять анкеты и формуляры: сообщать о себе основные сведения.</p> <p>Писать электронное сообщение личного характера: сообщать краткие сведения о себе и запрашивать аналогичную информацию о друге по переписке; излагать различные события, делиться впечатлениями; выражать благодарность, извинения, просьбу.</p> <p>Писать небольшое письменное высказывание с опорой на образец, план, иллюстрацию, таблицу и/или прочитанный/прослушанный текст.</p>

		<p>Заполнять таблицы: кратко фиксируя содержание прочитанного/прослушанного текста.</p> <p>Преобразовывать таблицу, схему в текстовый вариант представления информации.</p> <p>Письменно излагать результаты проектной деятельности.</p> <p>Фонетическая сторона речи</p> <p>Различать на слух и адекватно произносить все звуки английского языка, соблюдая нормы произнесения звуков. Соблюдать правильное ударение в изолированном слове, фразе.</p> <p>Соблюдать правило отсутствия ударения на служебных словах (артиклах, союзах, предлогах).</p> <p><i>Сравнивать и анализировать буквосочетания английского языка и их транскрипцию.</i></p> <p>Различать коммуникативный тип предложения по его интонации.</p> <p>Членить предложение на смысловые группы.</p> <p>Корректно произносить предложения с точки зрения их ритмико-интонационных особенностей (побудительное предложение; общий, специальный, альтернативный и разделительный вопросы). Соблюдать интонацию перечисления.</p> <p>Выражать модальное значение, чувств и эмоций.</p> <p>Различать на слух британский и американский варианты произношения в прослушанных текстах или услышанных высказываниях.</p> <p><i>Оперировать полученными фонетическими сведениями из словаря в чтении вслух и при говорении.</i></p> <p>Читать вслух небольшие аутентичные тексты, построенные на изученном языковом материале, с соблю-</p>
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			<p>дением правил чтения и соответствующей интонацией, демонстрируя понимание текста.</p> <p>Орфография и пунктуация</p> <p>Правильно писать изученные слова.</p> <p>Правильно ставить знаки препинания: запятую при перечислении и обращении; апостроф; точку, вопросительный и восклицательный знаки в конце предложения.</p> <p>Расставлять в электронном сообщении личного характера знаки препинания, диктуемые его форматом, в соответствии с нормами, принятыми в стране изучаемого языка.</p> <p>Лексическая сторона речи</p> <p>Узнавать в устном и письменном тексте и употреблять в речи изученные лексические единицы (слова, словосочетания, речевые клише); синонимы, антонимы, наиболее частотные фразовые глаголы, сокращения и аббревиатуры в соответствии с ситуацией общения.</p> <p>Узнавать простые словообразовательные элементы (суффиксы, префиксы).</p> <p>Выбирать нужное значение многозначного слова.</p> <p>Опирается на языковую догадку в процессе чтения</p>

		<p>и аудирования (интернациональные слова; слова, образованные путем аффиксации, словосложения, конверсии).</p> <p>Распознавать и употреблять различные средства связи для обеспечения логичности и целостности высказывания.</p> <p>Грамматическая сторона речи</p> <p>Воспроизводить основные коммуникативные типы предложений. Соблюдать порядок слов в предложении.</p> <p>Распознавать и употреблять в устной и письменной речи изученных морфологические формы и синтаксические конструкции английского языка в рамках тематического содержания речи в соответствии с решаемой коммуникативной задачей (см. левую колонку таблицы).</p> <p><i>Распознавать в письменном тексте и дифференцировать слова по определённым признакам (существительные, прилагательные, смысловые глаголы).</i></p> <p>Социокультурные знания и умения</p> <p>Осуществлять межличностное и межкультурное общение, с использованием знаний о национально-культурных особенностях своей страны и страны/стран изучаемого языка и основных социокультурных элементов речевого поведенческого этикета в англоязычной среде в рамках тематического содержания речи.</p> <p>Использовать в устной и письменной речи наиболее употребительную тематическую фоновую лексику и реалии в рамках отобранного тематического содержания.</p>
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			<p>Владеть базовыми знаниями о социокультурном портрете родной страны и страны/стран изучаемого языка.</p> <p>Представлять Россию и страну/страны изучаемого языка (культурные явления и события; достопримечательности).</p> <p>Кратко рассказывать о некоторых выдающихся людях родной страны и страны/стран изучаемого языка.</p> <p>Оказывать помощь зарубежным гостям в ситуациях повседневного общения (объяснить местонахождение объекта, сообщить возможный маршрут, уточнить часы работы и т. д.).</p> <p><i>Систематизировать и анализировать полученную информацию.</i></p>

При разработке рабочей программы в тематическом планировании должны быть учтены возможности использования электронных (цифровых) образовательных ресурсов, являющихся учебно-методическими материалами (мультимедийные программы, электронные учебники и задачки, электронные библиотеки, виртуальные лаборатории, игровые программы, коллекции цифровых образовательных ресурсов), используемыми для обучения и воспитания различных групп пользователей, представленными в электронном (цифровом) виде и реализующими дидактические возможности ИКТ, содержание которых соответствует законодательству об образовании.