



АНГЛИЙСКИЙ ЯЗЫК. ВТОРОЙ ИНОСТРАННЫЙ ЯЗЫК

10

класс

БАЗОВЫЙ УРОВЕНЬ

... .. Методическое пособие
к предметной линии
«Мой выбор – английский»



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Серия «Мой выбор – английский»

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Английский язык
Второй иностранный язык
10 класс
Базовый уровень

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Introduction

Options is an English course of seven levels based on the Common European Framework of Reference and designed for learners studying English at CEF levels A1 to B2. It allows a flexibility of approach which makes it suitable for classes of all kinds, including large or mixed ability classes.

Options develops all four skills (listening, speaking, reading and writing) through a variety of communicative tasks, and systematically recycles key language items. Above all, it is designed to promote active (activating all new vocabulary and structures in meaningful, everyday situations), holistic (encouraging the creative collective use of students' brains as well as the linguistic analytical use of their brains) and humanistic (acquiring and practising language through pleasant tasks and topics, paying attention to their needs, feelings and desires) ways of learning.

The course consists of:

- The Student's Book which contains eight modules. There is also an *All about Russia* section, a *Fun Time* section and a *Self-Check* section at the end of the book.
- The Workbook which contains: a *Grammar* section with theory and exercises, a *Vocabulary* section with exercises to revise the vocabulary presented in each module, a *Presentation Skills* section, a *Language Review* section and a *Further Exam Practice* section.

COURSE COMPONENTS

Student's Book

The Student's Book is in full colour. 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). Many tasks included in the Student's Book are multi-sensory, enabling students to practise all four language skills as they complete the task.

Workbook

The Workbook is in full colour. It contains units corresponding to those in the Student's Book as well as Grammar Bank and Vocabulary Bank sections. It can be used either in class or for homework upon completion of the relevant unit in the Student's Book. It aims to consolidate the language and grammar presented in the Student's Book through a variety of exercises, incorporating all four skills. Translation and dictation exercises are also included.

Teacher's Book

The Teacher's Book contains detailed teacher's notes, which provide:

- the objectives of each module clearly and concisely
- step-by-step lesson plans and suggestions on how to present the material
- extra activities for stronger & weaker classes
- games
- a full key to the exercises in the Student's Book & Workbook
- audioscripts of all listening material
- evaluation charts

Teacher's Resource Pack and Tests

The Teacher's Resource Pack contains exercises to consolidate what students have been taught in each module, as well as games, pairwork activities, portfolio activities, tests and a key to all exercises.

Class Audio

The Class Audio contains all the recorded material which accompanies the course.

ELEMENTS OF THE COURSEBOOK

Each module starts with a module presentation page to familiarise students with the language and patterns in the module. The module presentation pages also whet students' appetites by familiarising them with some of the text types, pictures and activities found in the coming module.

Each module contains the sections described below.

Reading

Throughout each module, there is a wide variety of reading texts, such as: emails, text messages, letters, articles, poems, etc, which allow skills, such as reading for gist and reading for specific information, to be systematically practised.

Vocabulary

Vocabulary is introduced in a functional and meaningful context, and is practised through a variety of exercises such as picture-word association and completing set phrases in order to help students use everyday English correctly.

Grammar

The grammar items taught in each module are first presented in context, then highlighted and clarified by means of clear, concise theory boxes. Specific exercises and activities methodically reinforce students' understanding and mastery of each item. The Workbook contains a detailed explanation of each grammar point.

Speaking

Controlled speaking activities have been carefully designed to allow students guided practice before leading them to less structured speaking activities.

Listening

Students develop their listening skills through a variety of tasks which employ the vocabulary and grammar practised in the module in realistic contexts. This reinforces students' understanding of the language taught in the module.

Everyday English

Functional dialogues set in everyday contexts familiarise students with natural language. The dialogues also present useful expressions so that students can practise everyday English.

Across Cultures section

In these interesting and informative pages, students are provided with cross-cultural information and read about aspects of various countries which are thematically linked to the module. The section also contains related tasks and creative projects, such as making a poster, which give students the chance to process the information they have learnt and compare it to the culture of their own country.

CLIL section

This section enables students to link the theme of the module to a subject on the school curriculum, thus helping them to contextualise the language they have learnt by relating it to their own personal frame of reference. These sections contain lively and creative tasks which stimulate students and allow them to consolidate the language they have learnt throughout the module.

Writing

Students develop their writing skills through the use of all four language skills.

Guided practice of the relevant vocabulary is given and consolidated and followed by a model text which is thoroughly analysed. Plans are also provided to guide students.

There are writing activities throughout the modules, based on realistic types and styles of writing, such as letters, notes, postcards and emails.

These progress from short sentences to paragraphs and finally to full texts, allowing students to gradually build up their writing skills.

Exam Practice section

In this section, students are introduced to various RNE exam tasks. Each task is accompanied with a preparation task and a study skills section which helps students develop strategies and enables them to become familiar with the RNE exam format.

Pronunciation

Pronunciation activities help students to recognise the various sounds of the English language, distinguish between them and reproduce them correctly. (There is an extensive list of pronunciation rules at the end of the book, p. P1.)

Study Skills

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

Extra Material:

At the end of the book, you will find:

All About Russia

In this section, students are provided with cultural information and read about aspects of Russia that are thematically linked to the modules. Students are also provided with further practice on the RNE exams format.

Fun Time

This section reviews the modules in a fun way and includes a quiz that revises information presented in the eight modules, and acts as a sample for students to prepare a similar quiz on their own. It also has a song that is connected to the themes of the modules as well as a related task. Listening to lively, highly quality songs is a humanistic activity which lowers the students' affective filters and allows them to absorb language more easily.

Self-Check

These sections reinforce students' understanding of the topics, vocabulary and structures that have been presented in each module. An answer key is provided for students to check their answers and a marking scheme allows students to evaluate their own progress and identify their strengths and weaknesses.

Wordlists

A complete Word List containing the new vocabulary presented in each module, listed alphabetically with a phonetic transcription and a definition for each word.

Irregular Verbs

This provides students with a quick reference list for irregular verb forms in the English language.

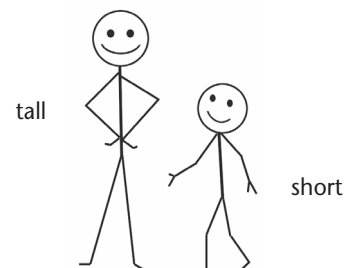
SUGGESTED TEACHING TECHNIQUES

A – Presenting new vocabulary

Much of the new vocabulary in *Options* is presented through pictures and students are asked to match the pictures to listed words. Vocabulary is always presented in context, and emphasis is placed on collocations and word association, since memorising new words is easier when they are presented in lexical sets.

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

- *Miming*. Mime the word to be introduced. For instance, to present **sing**, pretend you are singing and ask students to guess the meaning of the word.
- *Synonyms, opposites, paraphrasing and giving definitions*. Examples:
 - Present **store** by giving a synonym: *A store is a shop.*
 - Present **tall** by giving its opposite: *He isn't short, he's tall.*
 - Present **weekend** by paraphrasing it: *I don't work at the weekend. I don't work on Saturday and Sunday.*
 - Present **garage** by giving a definition: *A garage is a place where we put our car, next to the house.*
- *Context*. Place vocabulary items in context with examples which make understanding easier and more complete. For instance, introduce the words **city** and **town** by referring to a city and a town in the students' own country: *Madrid is a city, but Nerja is a town.*
- *Visual prompts*. Show photographs or drawings to make understanding easier.
- *Use of (bilingual/monolingual) dictionary*. Encourage students to guess the meaning of a word, then use their dictionaries to check if their guess is correct.
- *Sketching*. Draw a simple sketch on the board to illustrate the word(s) to be explained. For instance:



- *Flashcards*. Make flashcards out of magazine or newspaper pictures, photographs, ready drawings and any other visual material which may serve as vocabulary teaching tools.
- *Use of L1*. In a monolingual class, vocabulary can be explained in the students' mother tongue, although this method should be used only in moderation. Students also need to compare their mother tongue to the English language to find similarities and/or differences.

The choice of technique depends on the type of word or expression. For example, it may be easier to describe an action verb through miming, and not through a synonym or definition.

B – Writing

All writing tasks in *Options* have been carefully designed to guide students to produce a successful piece of writing and provide further practice for the RNE exam.

- Always read the model text provided and deal in detail with the vocabulary tasks. Students will then have

acquired the language necessary to cope with the final writing task.

- Make sure that students understand they are writing for a purpose. Go through the rubric and the writing task in detail so that students are fully aware of why they are writing, to whom and how long their writing should be.
- It would be advisable to complete the task orally in class before assigning it as written homework. Students will then feel more confident about producing a complete piece of writing on their own.

C – Assigning homework

It is recommended that homework is regularly assigned and routinely checked according to the specific needs of the class.

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

Commonly assigned homework tasks include:

- *Vocabulary*. Students memorise the meaning of words and phrases.
- *Spelling*. Students learn the spelling of particular words without memorising the text in which they appear.
- *Reading aloud*. Assisted by the Student's Audio, students practise at home in preparation for reading aloud in class and for the RNE exam.
- *Writing*. After thorough preparation in class, students are asked to produce a complete piece of writing.

D – Correcting students' work

All learners make errors; they are part of the process of learning. The way errors are dealt with depends on the activity.

- *Oral accuracy*. In drill work correct students on the spot, either by providing the correct answer and asking them to repeat it, or by indicating the error but allowing students to correct it. Alternatively, indicate the error and ask other students to correct it.
- *Oral fluency*. In pairwork or free-speaking activities allow students to finish the task without interruption, but make a note of the errors made and correct them afterwards.
- *Written work*. Do not over-correct; focus on errors that are directly related to the point of the exercise. When giving feedback you may write the most common errors on the board and help the class to correct them.

Remember that praising students and rewarding good work is of great importance. Post written work on a noticeboard in the classroom or school, or give 'reward' stickers. Praise effort as well as success.

E – Class organisation

- *Open pairs*. The class focuses its attention on two students doing the assigned task together. Use this technique to provide an example of how the task should be done.
- *Closed pairs*. Pairs of students work together on a task or activity, while the teacher moves around the classroom offering assistance and suggestions. Ensure the task is clearly understood before closed pairwork begins.
- Stages in pairwork:
 - Organise students into pairs
 - Set the task and time limit
 - Rehearse the task in open pairs
 - Ask students to do the task in closed pairs
 - Go around the class and help students
 - Pairs report back to the class
- *Groupwork*. Groups of three or more students work together on a task or activity. Class projects or role play

are often most easily done in groups. Again, ensure students clearly understand the task in advance.

- *Rolling questions*. A student answers a question, then proceeds to ask a question directed at the next student in turn. This continues around the class.

F – Using the Student's Audio

All dialogues and pronunciation sections are recorded. Students have the chance to listen to these recordings at home as many times as they want in order to improve their pronunciation and intonation. The suggested stages of such self-study are:

- The student listens to the recording and follows the lines in the text or dialogue.
- The student listens to the recording with pauses after each sentence or exchange. The student repeats as many times as needed, trying to imitate the speaker's pronunciation and intonation.
- The student listens to the recording again, then reads aloud. Recordings for the Listening tasks in the Workbook are also included for students to do their homework.

STUDENTS' LANGUAGE PORTFOLIOS

At the beginning of the course, students should be asked to obtain a suitable folder, or sectioned document wallet, which they will bring to each lesson and which will hold their personal Language Portfolio.

This will be used to store not only the material cut out of the printed supplement, *My Language Portfolio*, but also a wide variety of other documents and material.

In practice, Language Portfolios may include projects or other written work; memory sticks with work or drawings completed inside or outside the class; recordings with the students' favourite story, filmed performances of songs, school plays, Evaluation Sheets and reports from teachers, various realia or pictures and so on. In short, it is a collection of what the learners want to keep as evidence of what they are learning through the medium of the English language.

This Language Portfolio is the student's property. It is a tool to accompany the students' language learning throughout the course and is suitable for documenting their learning both inside and outside the classroom. The main emphasis is on the process of learning, so that while compiling their Language Portfolios, learners develop the skill of working independently.

The aim of the Language Portfolio is to develop the learners' autonomy. However, they should be guided at first on how to organise their work, keep records, access their own information, etc. Learners are usually willing to experiment and try new things, but at the same time, can be discouraged if they are not sure what is required of them. Once a routine has been established and learners begin to develop their autonomy, they can be given more responsibility and freedom. Learners will still appreciate feedback and appraisal though, so it is important that their efforts are monitored and facilitated.

TYPES OF LEARNING STYLES

Experienced teachers will be aware that some of their students learn best by listening to new information, some prefer to read about it, whereas other students need to do something with the new information. There is no absolute 'best' method of learning; these are all valid learning styles, as different people learn in different ways. Consequently, a coursebook should offer a variety of exercises and material which stimulate all types of learning style in order to help the learners learn according to their personal learning styles.

- *Visual Learners* need to see the teacher's body language and facial expressions to fully understand the content of the lesson. They think in pictures and learn best from visual displays, including diagrams, illustrations, transparencies, videos, flashcards and hand-outs.
- *Auditory Learners* learn best through verbal explanations, discussions, talking things through and listening to what others have to say. Written information may have little meaning until it is heard. They often benefit from reading a text aloud and using audios.
- *Tactile/Kinesthetic Learners* learn best through a hands-on approach, actively exploring the physical world around them. They may find it hard to sit still for long periods and may become distracted by their need for activity and exploration. These learners express themselves through movement. They have a good sense of balance and hand-eye co-ordination. By interacting with the space around them, they are able to remember and process information. Involve them in role play, pairwork and other classroom activities.

EVALUATION

Evaluation is an essential part in the learning process. It helps the learners recognise their progress in the target language, how much they have achieved and what areas need further practice. The learners' attitude towards their own learning experience is positively influenced as they participate in the whole process. Evaluation also allows teachers to reflect on the validity of their teaching practices and the types of material being used.

The process is divided into three parts: Initial Evaluation at the beginning of the course, Formative Evaluation, which is done on a day-to-day basis, and Cumulative Evaluation, upon finishing a module.

Initial Evaluation

This evaluation centres mainly on the students' reports from the previous school year. The teacher can assess the students' level, work already covered, work which needs to be covered, strengths/weaknesses, etc.

Formative Evaluation

Any exercise a student does can be used for this type of evaluation. The results are then recorded on the student's Formative Evaluation Chart.

Make as many photocopies as you need and complete the charts as indicated. Write the names of the activities you are going to evaluate (e.g., dialogues, songs, pairwork, etc) and write the marks obtained with the help of the following code, using colours if you wish.

- c (competence – green): the student has a full understanding of the task and responds appropriately
- w (working on – yellow): the student has an understanding of the task but the response is not fully accurate
- n (non-competence – red): the student does not understand the task and is unable to respond appropriately

Cumulative Evaluation

Cumulative evaluation takes into account the work the students have done throughout the module as well as their participation and attitude. The instruments of evaluation are:

- **Student's Self-Assessment Forms:** After the students have completed the Self-Assessment Form section of each module, they fill out the photocopyable Self-Assessment Form, giving their subjective opinion of their own performance. This learning-to-learn technique

enables the students to develop awareness of their progress. The Self-Assessment Forms should be kept in their Language Portfolio for future reference. The Self-Assessment Forms are printed at the back of the Teacher's Book.

- **Progress Report Cards:** After students complete each module and take the corresponding test, photocopy the respective Progress Report Card from the Teacher's Book and fill out a card for each student. The students should keep these cards in their Language Portfolio for future reference.

ABBREVIATIONS

The following abbreviations are used in the Student's Book and Teacher's Notes:

T	teacher	sb	somebody
S(s)	student(s)	sth	something
HW	homework	n	noun
L1	students' mother tongue	v	verb
Ex.	exercise	adj	adjective
p(p).	page(s)	adv	adverb
e.g.,	for example	phr	phrase
i.e.,	that is	phr v	phrasal verb
etc	et cetera		

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

Module

1

Healthy living

Topic	
In this module, Ss will explore the topics of everyday & free-time activities and daily routines.	
Module page	5
Lesson objectives: Overview of the module, to introduce key vocabulary	
Vocabulary: Daily routine activities (<i>do homework/study, work, do chores, go to school</i>); Free-time activities (<i>be in a sports club, hang out with friends, go shopping, surf the Net, watch TV, eat out, exercise, play video games</i>)	
1a	6-7
Lesson objectives: To read for key information, to listen and read for specific information, to consolidate information in a text, to present and practise idioms related to health & wellness, phrasal verbs with <i>hang</i> and prepositional phrases; to develop critical thinking skills, to express a personal preference; to write a letter suggesting ways to stay healthy.	
Vocabulary: Verbs (<i>increase, boost, improve</i>); Phrasal verbs (<i>light up, hang on/up/out/around</i>); Nouns (<i>spare time, research, mental ability, concentration</i>); Adjective (<i>creative</i>); Adverb (<i>indoors</i>); Phrase (<i>in a good mood</i>); Idioms (<i>in good shape, just what the doctor ordered, on top of the world, the picture of (good) health</i>)	
1b	8-9
Lesson objectives: To present/revise the present simple/present continuous and the present perfect/present perfect continuous, to present adverbs used with the present perfect, to practise word formation (forming adjectives), to present/practise stative verbs, to practise sentence transformations.	
1c	10-11
Lesson objectives: To read for cohesion and coherence and practise word formation, to read for specific information, to listen for specific information, to consolidate and expand the topic, to write a comment on a blog.	
Vocabulary: Phrasal verbs (<i>pick (sb) up, drop (sb) off</i>); Nouns (<i>nuclear family, extended family, exception, truck driver, influence</i>); Adjective (<i>positive</i>); Phrases (<i>take care of, all ears</i>)	
1d	12
Lesson objectives: To ask for/give advice.	
Sentences: (<i>What's wrong? You look troubled. I'm a bit down. Oh, that's terrible. I don't understand why I failed. Do you think so? I'm sure he'll be glad to do it. I guess you're right. Great! Thanks, Patricia.</i>); Asking for advice (<i>What should I do? Any ideas what to do?</i>); Giving advice (<i>Why don't you ...?, How about ...?, You should/could ..., It would be a good idea if ...</i>)	
Across Cultures	13
Lesson objectives: To read for specific information, to read for lexico-grammatical correctness (open cloze), to generate comprehension questions based on a text, to write a short article on what teenagers in your city do at the weekend.	
Vocabulary: Phrasal verbs (<i>check out, show off</i>); Nouns (<i>court, fan</i>); Adjectives (<i>cool</i>); Phrases (<i>mainstream fashion, alternative shop, window shopping</i>)	
CLIL TIME: PSHE	14
Lesson objectives: To read for gist, to practise word formation, to complete a questionnaire, to compose questionnaire questions and present your findings.	
Vocabulary: Verbs (<i>ignore, respect, copy, appreciate</i>); Phrasal Verbs (<i>go along, stand up</i>); Nouns (<i>bullying, shoplifting, self-confidence</i>); Phrases (<i>rough crowd</i>); Preposition (<i>including</i>)	
Writing	15
Lesson objectives: To read and analyse a rubric, to analyse a model email giving advice, to write an email giving advice.	
Vocabulary: Useful Language (<i>Why don't you ...? You should It would be a good idea How about ...?</i>)	
Exam Practice 1	16
Lesson objectives: To enable Ss to develop their Listening and Reading Skills, to practise a multiple matching listening task, to listen for specific information and match statements to speakers, to practise text completion, to provide extra practice for the RNE exam.	

►► What's in this module?

Read the title of the module *Healthy living* and ask Ss to suggest what they think it means. Go through the topic list and stimulate a discussion to prompt Ss' interest in the module.

Find the page numbers for

- Explain/Elicit the meaning of any unknown words. Then Ss find the page numbers for the items listed.
- Ask questions to check the Ss' understanding.

Answer Key

an email (p. 15)

What is the purpose of the email? Who is it to/from?

a noticeboard (p. 8)

Where would you see a noticeboard? What kind of information can you see on a noticeboard?

blog entries (p. 10)

What is a blog/blog entry? What is the difference between a blog and a website?

Vocabulary

1 To present daily routine and free-time activities

- Read out the list of daily routine and free-time activities in the list and explain/ elicit the meanings of any unknown words.
- Draw Ss' attention to the pictures (1-12) and elicit what each one shows.
- Give Ss time to match the pictures to the activities and then check Ss' answers around the class.

Answer Key

Picture 1: hang out with friends

Picture 2: surf the Net

Picture 3: watch TV

Picture 4: eat out

Picture 5: play video games

Picture 6: exercise

Picture 7: do chores

Picture 8: be in a sports club

Picture 9: do homework/study

Picture 10: go shopping

Picture 11: work

Picture 12: go to school

2 To classify daily routine and free-time activities

- Explain the task.
- Elicit from Ss around the class which activities are part of a daily routine and which are free-time activities.

Answer Key

Daily routine activities: 7, 9, 11, 12

Free-time activities: 1, 2, 3, 4, 5, 6, 8, 10

3 To describe personal daily routine and free-time activities


- Read out the example and explain the task.
- Ask Ss to work in closed pairs and tell their partner about their daily routine and free-time activities using the vocabulary presented in Ex. 1.
- Monitor the activity around the class and then ask various Ss around the class to tell the rest of the class.

Suggested Answer Key

I go to school, do my homework and do chores as part of my daily routine. In my free-time, I hang out with friends, watch TV, play video games and surf the Net.

- As an extension, Ss describe the daily routine and free-time activities of a family member.



1a

1  To predict the content of the text and read for gist

- Read out the title of the text and ask Ss to look at the pictures. Elicit their predictions for what the text is about and then give Ss time to quickly scan the text and find out.
- Ask Ss to share their answers with their partner and then with the rest of the class.

Answer Key

The text is about making changes to your lifestyle to be more healthy.

2   To read for key information

- Ss read the text and match headings to paragraphs. Remind Ss to focus on the main idea of the paragraph, and find key words.
- Invite Ss to read out the paragraphs with their headings and explain the reason(s) they chose them.
- Check Ss' answers around the class.

Answer Key

A 2 B 3 C 1

- Allow Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box.

3  To listen and read for specific information

- Ask Ss to read the statements (1-5). Explain to Ss that they should read each statement and underline the key words.
- Play the recording for Ss to listen and follow the text in their books.
- Allow Ss some time to complete the task in their notebooks.
- Invite Ss to read out their answers and refer to where they found them in the text.
- *Optional* – Ask Ss to correct the false statements.

Answer Key

- 1 F (A lot of teens – not most – spend all of their spare time indoors.)
- 2 T
- 3 F (Dancing not only keeps your body in good shape, but making yourself remember difficult dance steps can also keep your brain healthy.)
- 4 T
- 5 F (Most teenagers need eight and a half to nine hours of sleep every night.)

4  To consolidate information in a text

- Explain the task and give Ss time to complete it referring back to the text as necessary.
- Check Ss' answers.

Answer Key

1 sunlight 3 power 5 simple
2 physical 4 decisions

 To develop critical thinking skills

- Read the question aloud and ask Ss to discuss it in closed pairs.
- Ask various Ss to tell the class.

Suggested Answer Key

I think if you follow the tips in the text you will spend more time outside, be more active and be more rested which will make you more healthy.

5 a)  To consolidate new vocabulary

- Explain the task and allow Ss some time to complete it. Tell Ss to refer back to the text to find the phrases.
- Check Ss' answers around the class.

Answer Key


1 spare 3 keep 5 mental
2 health 4 release 6 sit

5 b)  To consolidate new vocabulary

- Explain the task. Give Ss time to complete it in closed pairs. Ss can use their dictionaries if necessary.
- Check Ss' answers around the class.

Answer Key

- judgments – choices • improve – boost
- emit – release • develop – grow
- raises – increases • attentiveness – concentration
- advantages – benefits • mind – brain
- justification – excuse • conscious – awake

6  To present and practise idioms related to health & wellness

- Explain that an **idiom** is a group of words which have a different meaning when used together from the one they would have if you took the meaning of each word separately.
- Ask Ss to read the dictionary entries for each of the idioms and then use them to complete the sentences.
- Check Ss' answers around the class.

Answer Key

- 1 just what the doctor ordered
- 2 on top of the world
- 3 the picture of good health
- 4 in good shape

7 **Aim** To present and practise phrasal verbs with *hang*

- Read out the box with the phrasal verbs and their definitions.
- Then give Ss time to use them to complete the sentences.
- Check Ss' answers.

Answer Key

1 up 2 out 3 around 4 on

8 **Aim** To present and practise prepositional phrases

- Give Ss time to choose the correct preposition and complete the sentences.
- Ask Ss to check their answers in the Appendix.

Answer Key

1 At 2 in 3 on 4 for 5 in

9 **THINK!** **Aim** To express a personal preference

- Ask Ss to talk to their partner about which of the lifestyle changes from the text they would most likely undertake.
- Give Ss time to talk in pairs and then ask various Ss to tell the class.

Suggested Answer Key

I would like to spend more time outdoors in the sun because I think it would be good for me and it would make me happy. I think I spend too much time indoors and it can have a bad effect on my mood.

10 **Aim** To write a letter suggesting ways to stay healthy

- Explain the task and allow Ss some time to complete the task in class. Check Ss' answers by asking various Ss to read their letters aloud.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

*Hi Jason,
I usually go jogging in the park to stay healthy. It's great because you get some exercise in the fresh air and the sunshine. It's really enjoyable and relaxing. Why don't you try to get some exercise outdoors? It will help you stay healthy and make you happier.
I hope that helped.
Yuri*

1b

1 **Aim** To present/revise the present simple, the present continuous and the present perfect

- Ask Ss to read the sentences 1-8 and elicit the verb forms in each one and match them to the uses.
- Check Ss' answers and elicit the tense in each case. (Elicit the L1 equivalents for the examples.)

Answer Key

1 C present continuous 5 F present perfect
2 D present simple 6 A present simple
3 E present continuous 7 H present perfect
4 B present continuous 8 G present simple

2 **Aim** To practise present tenses for timetables and future arrangements

- Explain the task and elicit the tenses and their uses.
- Read out the example exchange and then ask Ss to act out similar exchanges in pairs using the notes.
- Monitor the activity around the class and then ask some Ss to tell the class.

Suggested Answer Key

*timetables – present simple
future arrangements – present continuous*

A: What time does the tour start?

B: It starts at 6:00, so we are leaving the hotel at 5:15.

A: What time does the flight depart?

B: It departs at 8:45, so we are leaving for the airport at 6:00.

3 **Aim** To present adverbs used with the present perfect

- Go through the adverbs in the list and explain/ elicit their uses.
- Give Ss time to complete the task and then check their answers.

Answer Key

1 already 3 just 5 never
2 yet 4 ever 6 just

4 **Aim** To present the present perfect continuous

Read the sentences aloud and then elicit answers to the questions from Ss around the class.

Answer Key

- 1 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 **-ing**.
- 2 We use **for/since** to show the duration of the action which started in the past and continues to the present. In particular, we use **for** to say how long something has lasted. We use **since** to say when something began.
- 3 The question is 'How long has she been working for him?'

5 **Aim** To practise the present perfect continuous using personal examples

Explain the task and read out the example and then elicit sentences from Ss around the class.

Suggested Answer Key

*I've been working for my dad for a year/since last summer.
I've been playing football for 6 years/since I was 6 years old.
I have been living in Moscow for 12 years/since I was born.*

6 **Aim** To present/practise stative verbs

- Go through the theory box with Ss. Explain that stative verbs do not usually have continuous forms. However, there are some stative verbs that have continuous forms but they differ in meaning.
- Ask Ss to look at the pairs of sentences.
- Elicit the meanings of each sentence in the pair from Ss around the class and allow Ss time to make their own sentences using the same verbs.
- Check Ss' answers around the class.

Answer Key

- | | |
|------------------------|----------------------------|
| 1 a appears | b is searching |
| 2 a has a soft texture | b is having a sensation |
| 3 a owns | b is performing the action |
| 4 a is my opinion | b am considering |
| 5 a has a flavour | b is trying |

Suggested Answer Key

- 1 a That cake looks good.
b I am looking for my keys.
- 2 a My skin feels soft.
b I am feeling nervous about my exam.
- 3 a I have a pet dog.
b I am having lunch now.
- 4 a I think English is fun.
b I'm thinking of studying French.
- 5 a This coffee tastes sweet.
b I'm tasting my coffee to see if it needs more sugar.

7 **Aim** To practise present tenses

- Explain the task and allow Ss some time to complete it. Tell Ss to refer back to Exs 1-6 to help them justify their answers.
- Check Ss' answers around the class.

Answer Key

- 1 does the film start (present simple for timetables)
- 2 have been trying (present perfect continuous for an action that started in the past and continues to the present)
- 3 aren't coming (present continuous for a fixed future arrangement)
- 4 hasn't finished (present perfect used with the adverb yet)
- 5 have known (present perfect for an action which started in the past and continues to the present/used with the stative verb 'know')
- 6 has been studying (present perfect continuous for an action which started in the past and continues to the present)
- 7 is thinking (present continuous used with the stative verb 'think')
- 8 has written (present perfect for an action which started in the past and continues to the present)
- 9 have never eaten (present perfect used with the adverb 'never')
- 10 is having (present continuous for an action happening now/with the stative verb 'have')

8 **Aim** To practise present tenses

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

Answer Key

- 1 Have you seen, haven't talked
- 2 are you tasting, smells, has gone off
- 3 are you going, Do you want
- 4 look, have been working
- 5 does Tony live, is staying
- 6 Are you coming, am flying, leaves
- 7 have you been waiting, have('ve) been
- 8 has been using, have('ve) broken

9 **Aim** To practise sentence transformations

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

Answer Key

- | | | |
|---------------|------------------|-----------|
| 1 like doing | 3 twice a | 5 mopping |
| 2 to take the | 4 haven't tidied | |

10 **Aim** To practise word formation (forming adjectives)

- Refer Ss to the theory box and check for understanding.
- Allow Ss time to read the sentences and fill in the gaps with the correct derivatives of the nouns in brackets.
- Check Ss' answers.

Answer Key

- 1 tasteless 3 beautiful 5 descriptive
2 spacious 4 messy

11 **Aim** To revise the grammar structures from the lesson

- Give Ss time to revise the grammar structures in the lesson.
- Ask Ss to work in pairs and make sentences for each structure and then ask various Ss around the class to read their sentences to the rest of the class.

Suggested Answer Key

Present simple

a permanent state: I live in Moscow.

a habit or routine: I eat lunch every day at 1 pm.

a timetable: The bus leaves at 3 pm.

a general truth or law of nature: The sun rises in the east

Present continuous

an action happening now: I am having an English lesson now.

an action happening around the time of speaking: I am studying for my exams these days.

a fixed future arrangement: I am going to the cinema tonight.

Present perfect using the adverb never/yet:

I have never been to Spain.

I haven't done my homework yet.

Present perfect continuous:

I have been studying English for 4 years.

etc

1c

1 a) **Aim** To introduce the topic and talk about family

- Ask Ss to talk in pairs about their families and how many brothers and sisters they have.
- Monitor the activity around the class and then ask Ss to share their answers with their partner and then with the rest of the class.

Suggested Answer Key

There are four people in my family. I have got one brother.

b) **Aim** To present the topic

- Draw Ss' attention to the dictionary definitions.
- Elicit which type of family is common in their country.

Suggested Answer Key

A nuclear family is when there are just the parents and the children. An extended family is when there are other family members in the family such as grandparents and aunts and uncles. Both types of families are common in my country.

2 **RNE Aim** To read for cohesion and coherence/To practise word formation

- Explain the task to the Ss. Tell them that they should first identify what is missing (a verb, a noun, a pronoun, etc).
- Allow Ss some time to read the text and fill in the gaps with the correct derivatives of the words in the brackets.
- Allow Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box.
- Check Ss' answers.

Answer Key

- 1 mine (possessive pronoun)
2 to live (it's common for sb + infinitive)
3 we (personal pronoun)
4 doing (don't mind + gerund)
5 Having (gerund used as the subject of the sentence)
6 decided (verb)
7 to be able (take a lot of time/work + infinitive)
8 being (enjoy + gerund)
9 your (possessive adjective)

3 **Aim** To read for specific information

- Play the recording. Ss listen and follow the text in their books.
- Allow Ss time to answer the questions and then check Ss' answers.

Answer Key

- 1 R 2 J 3 R 4 J

4 **Aim** To read for specific information

- Ask Ss to read the texts again and answer the questions.
- Invite Ss to read out their answers and refer to where they found them in the text.
- Check Ss' answers.

Answer Key

- 1 *He hopes to have his own truck company one day and be able to stay in Split (l. 9-10)*
2 *At the weekend (l. 25-26)*
3 *She thinks that her parents have made her the positive and independent person she is today (l. 29)*

5 **RNE** **Aim** To listen for specific information

- Explain the task.
- Ask Ss to read the statements (1-7). Explain to them that they should read each statement and underline the key words.
- Allow Ss some time to complete the task in their notebooks.
- Play the audio and give Ss time to complete the task.
- Check Ss' answers.

Answer Key

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

6 **THINK!** **Aim** To consolidate and expand the topic

- Ask Ss to talk in pairs about their extended family.
- Monitor the activity around the class and then ask some Ss to tell the rest of the class.

Suggested Answer Key

To start with, my family is not as big as Jusuf's. We are a family of four: my dad, my mum, my brother and me.

My dad, who is 40 years old, is a bank clerk. My mum who is 38 years old, is a teacher at our school. As for my brother and me, we are 12 and 15 years old respectively and we're both in high school.

My dad works every day from 9 to 5. Luckily, he doesn't work at weekends. My mum, on the other hand, works Monday to Friday from 9 am to 1:30 pm. She drops us off at school and gives us a ride back home every day. Although my parents do not have the same jobs as Jusuf's, their lifestyles are equally demanding. Unlike Jusuf's mum, my mum is the one who does all the housework and cooking, and not my grandparents. However, my brother and I do our homework and then try to help her with the housework.

7 **Aim** To write a comment on a blog

- Explain the task and ask Ss to copy the skeleton answer into their notebooks.
- Allow Ss some time to complete the blog entry with information about their family.
- Ask various Ss to read out their comment to the class.
- Alternatively, assign the task as HW and ask Ss' to share their answers in the next lesson.

Suggested Answer Key

Hi Jusuf! I'm **Olga** and I'm **13** years old.

What an **interesting** blog post! I **enjoyed** reading about your family. I'm from **Moscow**. In my family, there are **six** people. My father is **45** years old and he works as a **bus**

driver. My mother is 42 years old and she is a sales assistant. I have two brothers and one sister. My brother Yuri is 19, my brother Petar is 16 and my sister Ana is 10 years old. I like having a big family because we look after each other and help each other out. That's all I wanted to say. Can't wait for your next post!

1d

1 a) **Aim** To practise pronunciation

- Explain the task.
- Play the recording. Ss listen and repeat.
- Check Ss' pronunciation and intonation.

b) **Aim** To identify the content of a dialogue

- Read the rubric aloud and elicit Ss' guesses as to what the dialogue may be about.
- Play the audio for Ss to listen and check if their guesses were correct.

Answer Key

The dialogue is about someone who failed an exam.

2 **Aim** To learn synonymous phrases

Explain the task and read out the phrases. Refer Ss back to the dialogue and elicit the synonymous ones from various Ss around the class.

Answer Key

Are you sure? = Do you think so?

You don't look happy. = You look troubled.

Oh, that's too bad. = Oh, that's terrible.

I'm not so well. = I'm a bit down.

Sure. = Of course.

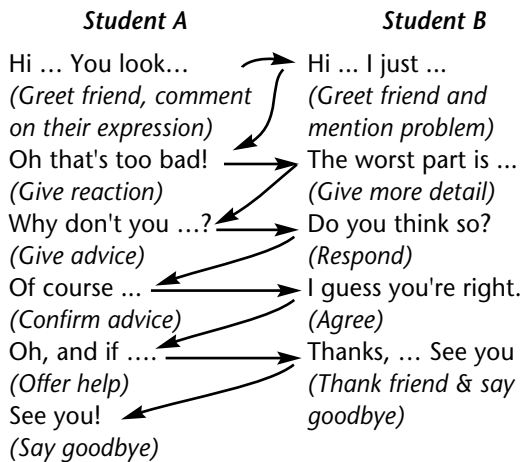
3 **Aim** To act out a dialogue

- Explain the task. Play the recording. Ss listen and then take roles and read out the dialogue in pairs. Remind Ss to pay attention to the rhythm of the conversation.
- Monitor the activity around the class and then ask some pairs to read out the dialogue in front of the class.

4 **Aim** To practise situational language through role-playing

- Explain the situation. Remind Ss that they can use the dialogue in Ex. 1b as a model as well as the ideas provided to complete the task.

- Ss complete the task in pairs. To help Ss, draw the following diagram on the board and elicit appropriate phrases Ss should use. Write them on the board. Ss can refer to the diagram while doing the task.



- Monitor the activity around the class and ask some pairs to read out their dialogues in front of the class.

Suggested Answer Key

A: Hi Vladimir! What's wrong? You look troubled.
 B: Hi Alexander. I just have a lot of stress right now.
 A: Oh, that's too bad!
 B: The worst part is that I can't cope with my schoolwork.
 A: Why don't you see the student counsellor? I'm sure he'll be able to give you some tips on how to manage schoolwork.
 B: Do you think so?
 A: Of course. I'm sure he will be able to help.
 B: I guess you're right. I'll go today.
 A: Oh, and if you need help, I'll be happy to give you some extra tutoring.
 B: Thanks, Vladimir. See you later.
 A: See you!

4 **Aim** To learn intonation in questions

- Read out the theory and explain about falling and rising intonation and when it is used.
- Read out the examples and model the intonation and give further examples as necessary.
- Ask some Ss to read out the examples in front of the class.

5 **Aim** To practise rising/falling intonation

- Play the recording again with pauses for Ss to repeat either chorally or individually.
- Pay attention to Ss' intonation and correct as necessary.

Across Cultures

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

- Read the title of the text aloud and ask Ss to read the model exchange.
- Ss discuss in pairs and then ask various Ss around the class to tell the rest of the class why they love weekends.

Suggested Answer Key

A: I love weekends because I sleep in late and then I hang out with my friends at the skate park.

B: Me too. I usually play football and play video games with my friends.

2 a) **Aim** To read for specific information

Give Ss time to read the text and see if their reasons match the teenagers' reasons in the texts.

(Ss' own answers)

b) **Aim** To read for lexico-grammatical correctness (open cloze)

- Allow Ss time to read the text and think of appropriate words to fill in the gaps (1-7).
- Tell Ss that they should always read the whole gapped sentence before deciding on the right word.
- Give Ss time to complete the task.
- Play the audio. Ss listen and check their answers.

Answer Key

1 where	4 of	7 our
2 something	5 with	
3 so	6 or	

3 **Aim** To generate comprehension questions based on a text

- Give Ss time to think of four questions based on the text and write them down.
- Ask Ss to exchange their questions with their partner who will answer them.
- Check Ss' answers by asking various Ss to read out the questions and their answers to the class.

Suggested Answer Key

Where does Jane live? (She lives in New York.)

What does she do at weekends? (She hangs out in East Village.)

Where does Yuri go at weekends? (He goes to Phonoteka and Zhest' skatepark.)

What free-time activity does he do? (He goes skateboarding.)

4 **Aim** To write a short article

- Explain the task and give Ss time to think about what teenagers in their city do at the weekend.
- Ask various Ss to tell the class and answer the questions in the rubric.
- Then assign the task as HW and ask Ss to write a short article and illustrate it with photos.
- Ask Ss to present their projects in the next lesson.

Suggested Answer Key

In Moscow, many teens go to shopping centres and parks at the weekend. I go to the GUM shopping mall and go window shopping or I go to Gorky Park with my friends and we go on the roller coasters, visit the haunted houses and play on flight simulators. We also go to Sokolniki Park and spend time in the Sports Palace and play ice hockey or go ice skating. When the weather is warm, we go for a walk or have a picnic on the grass. There are usually free concerts and performances in the park.

Background information

New York is a large city in the north east of the USA. It is the most populous city as well as a popular tourist destination and is known for its landmark buildings.

East Village is a neighbourhood in the borough of Manhattan in New York. It is known for its diverse community and vibrant nightlife.

Tompkins Square Park is a square shaped park that covers 10.5 acres in East Village, New York. It has playgrounds, basketball courts, handball courts and outdoor chess tables.

St Petersburg is the second largest city in Russia. It is in the north west of the country. It is a major cultural centre and a busy port.

Phonoteka is a large music shop in St Petersburg that sells CDs, DVDs, records and more.

Zhest' Skatepark is a large popular skate park in St Petersburg.

CLIL TIME: PSHE

1 **Aim** To read for gist

- Ask Ss to look at the first letter and elicit answers to the questions in the rubric.
- Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box.

Answer Key

It is to a magazine or online forum called Teenline from a person who calls themselves 'Worried'. The problem is the writer is worried about losing their friends if they don't go along with what they are doing even though he/she doesn't agree with it.

2 **Aim** To practise word formation

- Explain the task to the Ss. Remind them that they should first identify what is missing (a noun, an adjective etc).
- Allow Ss some time to read the text and fill in the gaps with the correct derivatives of the words in the brackets.
- Play the recording for Ss to listen and check their answers.

Answer Key

- | | |
|---------------------------|------------------------|
| 1 behaviour (noun) | 4 immature (adjective) |
| 2 comfortable (adjective) | 5 friendship (noun) |
| 3 natural (adjective) | |

3 **Aim** To complete a questionnaire

- Explain the task. Ss read the questionnaire.
- Ask Ss to copy the questionnaire into their notebooks and complete it for themselves and then check their answers in the key.
- Ask various Ss to share their results with the class.
(Ss' own answers)

4 **Aim** To compose questionnaire questions and present your findings

- Give Ss time to think of other relevant questions to add to the questionnaire and then ask them to get their partner to answer them.
- Ask various Ss to present their findings to the class.

Suggested Answer Key

How often do you ...

say you agree with your friends when you really disagree?

do what your friends want to do at the weekend when you'd really rather do something else?

lie to your friends so you can stay home rather than tell the truth that you don't want to go out?

Writing

1 **Aim** To read and analyze a rubric and plan the contents of an email

- Read the rubric with Ss and allow them some time to find out the answers to the questions.
- Elicit answers from the class and write them on the board.

Answer Key

What are you going to write about? – I'm going to give advice to my English-speaking pen-friend on how to deal with a particular stressful situation. I'm also going to write about my experience with a situation like his

Who to? – my English-speaking pen-friend Jake

What exactly should you write? – how my pen-friend Jake can combine studying for his exams, taking part in a football match and working extra hours at his part-time job -if I ever get stressed- how I deal with stressful situations in my life – 3 questions about my pen-friend's visit to the skate park

2 To analyse a model email giving advice

- Explain the task. Give Ss time to read the email and answer the questions.
- Elicit answers from various Ss around the class.

Answer Key

The email answers the questions.

'What advice does Igor give to Jake?' – Igor advises Jake to make a study plan, which will help him organise his time. He also suggests that he (should) try to get enough sleep, which will help his brain to absorb new knowledge. (Igor also tells Jake that exercising helps him relieve stress and listening to classical music relaxes him and then he can concentrate better and study effectively.)

Which paragraph contains his questions to Jake? – C

3 To analyse a rubric

Ask Ss to read the rubric and then elicit their answers to the questions.

Answer Key

- 1 I am going to write an email.
- 2 It is for my English-speaking pen-friend, Henry.
- 3 I am going to write about my advice and my experience with a situation like his.
- 4 I should write 100-140 words.

4 To write an email giving advice

- Explain the task and draw Ss' attention to the paragraph plan. Go through the plan orally.
- Direct Ss to follow the paragraph plan and use phrases from the **Giving advice** box and the **Useful Language** box.
- Allow Ss some time to complete the task.
- Ask various Ss to read their emails to the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

Dear Henry,

Good to hear from you. I'm sorry you're feeling peer pressure and I hope I can help.

My advice is don't ignore your feelings. You really don't

want to do what your friends are doing so be confident and stand up for what is right. If you do this you might persuade your friends to change their behaviour. If they continue their bad behaviour then it might be time to find some new friends.

Anyway, how was your trip to the cinema? Did you enjoy yourself? What film did you see? Well, have to go now.

Let me know what happens.

Oscar

Exam Practice 1

1 To prepare for a listening task

- Refer Ss to the **Study Skills** box and check for understanding.
- Ask Ss to read the task and the statements (1-7) in Ex. 3 and underline the key words.
- Elicit words that mean the same from Ss around the class and write them on the board.

Suggested Answer Key

- 1 parent = mum/dad; encouraged = supported; talent = skill
- 2 involved (me) = took (me); activity = hobby, sport; early age = quite young
- 3 (have) high expectations = expect a lot
- 4 taught (them) = (they) learnt; preparing = cooking; nutritious food = healthy food
- 5 interest = hobby; force = make (sb do sth)
- 6 project = task, work
- 7 set a good example = encourage, inspire (sb do sth); kindness = helpfulness, friendliness, support

2 To practise a multiple matching listening task

- Ask Ss time to read the extract from the audioscript. Remind them to pay attention to the underlined key words.
- Give Ss some time to complete the task.
- Check Ss' answers and elicit which words helped them.

Answer Key

2

3 To listen for specific information and match statements to speakers

- Explain the task and play the audio.
- Ss listen and complete the task.
- Check Ss' answers.

Answer Key

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

4 **Aim** To prepare for a reading task

- Ask Ss to read the sentence parts (1-3) and (A-C) and match them to make full sentences.
- Discuss with Ss how the underlined words in parts (A-C) helped them decide.

Answer Key

- 1 B (*which* – relative pronoun, refers to artificial waves)
- 2 C (*and* – linker used for connecting clauses) (*it* – personal pronoun used to avoid repetition of the subject of the 1st part of the sentence, which is 'Sunlight Centre')
- 3 A (*both* parts of the sentence refer to 'you')

5 **NE Aim** To practise text completion

- Explain the task. Ask Ss to read the missing parts of sentences (1-7) and underline the key words like in Ex. 4.
- Remind Ss to look for words before and after the gaps (A-F) that are related to the underlined key words in the missing parts of the sentences (1-7).
- Give Ss time to complete the task.
- Check Ss' answers. Ss should justify their answers.

Answer Key

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



Module **2**

Jobs

Topic	
In this module, students will explore the topic of jobs.	
Module page	17
Lesson objectives: Overview of the module, to introduce key vocabulary Vocabulary: Jobs (<i>police officer, plumber, clinician, electrician, lawyer, hairstylist, physician, photojournalist, tutor, firefighter, chef, receptionist</i>); Work (<i>treats sick people, puts out fires, receives calls and welcomes visitors at an office, works in a school, solves crime, cooks delicious food, fixes broken pipes, looks after sick people in a clinic, fixes electrical problems, does people's hair, makes sure people obey the law, takes professional pictures</i>)	
2a	18-19
Lesson objectives: To listen and read for gist, to read for key information, to learn prepositional phrases, to learn phrasal verbs with <i>give</i> , to talk about jobs, to write an email about your job Vocabulary: Verbs (<i>apply, volunteer</i>); Phrasal verbs (<i>hand over, add up, give away/back/in/out/off</i>); Nouns (<i>spare time, occupation, skill, golf caddy</i>); Adjectives (<i>responsible, available, rewarding</i>); Phrases (<i>work experience, the great outdoors</i>)	
2b	20-21
Lesson objectives: To learn modal verbs, to practise word formation (to form nouns from verbs), to learn will/be going to, time words & the future, the future continuous, the future perfect tenses	
2c	22-23
Lesson objectives: To read for specific information, to read for cohesion & coherence, to listen for key information, to act out an interview, to interview sb, to write an article Vocabulary: Verbs (<i>aim [for], capture, discover</i>); Phrasal Verb (<i>focus on</i>); Nouns (<i>career, spirit, lion, talent, passion, adventure</i>); Adjectives (<i>demanding, average</i>); Phrases (<i>dream job, personal values</i>)	

2d	24
Lesson objectives: To act out a job interview, to learn intonation in compound nouns Vocabulary: Nouns (<i>CV [Curriculum Vitae], sales assistant, position, enthusiasm, candidate</i>); Phrase (<i>personal quality</i>)	
Across Cultures	25
Lesson objectives: To read for cohesion & coherence, to practise word formation, to present two festivals, to write a short text about a public holiday Vocabulary: Verb (<i>shake</i>); Nouns (<i>bank holiday, crown, spirit, ribbon, pattern, chores, venue</i>); Phrases (<i>rural area, sweet treats</i>)	
CLIL TIME: Literacy	26
Lesson objectives: To read for gist, to read for specific information Vocabulary: Verbs (<i>moan, treat, mutter</i>); Phrasal verbs (<i>blow out, do up</i>); Nouns (<i>stool, clerk, wages, excuse, button, chin, slide</i>); Adjectives (<i>bad-tempered, convenient, fair</i>); Adverbs (<i>instantly, angrily</i>)	
Writing	27
Lesson Objectives: To read and analyse a rubric, to identify topic sentences and formal language, to write an essay Vocabulary: Giving opinion (<i>I [strongly/firmly] believe/think/feel, In my opinion/view, It seems/appears to me [that], My opinion is that</i>); Listing viewpoints (<i>Firstly, Moreover, Also, In addition, Furthermore</i>); Introducing opposing viewpoints (<i>However, On the other hand</i>); Introducing reasons/examples (<i>For example/instance, such as, In this way, because/as/since</i>); Introducing results (<i>Therefore, As a result, then, In this way</i>); Concluding (<i>All in all, In conclusion</i>)	
Exam Practice 2	28
Lesson Objectives: To provide extra practice for the RNE exam, to listen for specific information, to read for cohesion and coherence and lexis-grammatical correctness	

►► What's in this module?

Read out the title of the module *Jobs* and ask Ss to suggest what they think it means. Go through the topic list and stimulate a discussion to prompt Ss' interest in the module.

Find the page numbers for

- Explain/Elicit the meaning of any unknown words, then Ss find the page numbers for the items listed.
- Ask questions to check Ss' understanding.

Answer Key

a biography (p. 26)

What do you know about Charles Dickens? Have you ever read any of his books? Did you like it/them?

a CV (p. 23)

When does someone write a CV? What do they usually include? Do you have a CV?

a job advert (p. 24)

What is the job advert for? Is it part-time or full-time? Do you have a job?

Vocabulary

1 **Aim** To present vocabulary for jobs

- Draw Ss' attention to the pictures (1-12).
- Play the audio with pauses for Ss to listen and repeat. Check Ss' pronunciation and intonation.

2 **Aim** To present/practise vocabulary for work activities

- Explain the task and read out the example sentence.
- Ask various Ss to tell the class what each person in the pictures does at work.

Suggested Answer Key

2 *A plumber fixes broken water pipes.*

3 *A clinician looks after sick people in a clinic.*

4 *An electrician fixes electrical problems.*

5 *A physician treats sick people.*

6 *A photojournalist takes professional pictures.*

7 *A lawyer advises people on the law.*

8 *A hairstylist does people's hair.*

9 *A tutor gives private lessons to a student.*

10 *A firefighter puts out fires.*

11 *A chef cooks delicious food.*

12 *A receptionist receives calls and welcomes visitors in an office.*

2a

1 **Aim** To generate topic-related vocabulary

- Read the title of the text aloud and then set a one-minute time limit and ask Ss to write down as many part-time jobs for teens as they can think of.
- Ask various Ss to tell the class.

Suggested Answer Key

newspaper boy/girl, babysitter, waiter/waitress, dishwasher, car washer, gardener, pool cleaner, fast food delivery person, dog walker

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

- Ask Ss to look at the pictures and elicit Ss' guesses as to what part-time jobs the texts are about.
- Play the audio. Ss listen and follow the texts in their books and check if their guesses were correct.

Answer Key

video games tester

animal shelter volunteer

golf caddy

3 **RNE Aim** To read for key information

- Explain that each heading relates to a key point in each text.
- Ask Ss to read the headings and then allow them time to read the texts again and match each one to a heading. Remind Ss that one heading is extra.
- Check Ss' answers.

Answer Key

A 4

B 1

C 3

- Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box.


4 **Aim** To present/practise topic-related vocabulary

- Explain the task and ask Ss to read the words in the list and look up the meanings of any they are unsure about in their dictionaries and then complete the sentences.
- Check Ss' answers.

Answer Key

1 *earn* 3 *work* 5 *do* 7 *resign*


2 *apply* 4 *run* 6 *train* 8 *salary*

5  **To consolidate information in a text**

Ask Ss to read the questions (1-4) and allow them time to answer them in their own words referring to the text as necessary.

Suggested Answer Key

- 1 Working as waiters/waitresses or shop assistants are the most common jobs among teenagers.
- 2 You need experience for the job of a video game tester because companies want people who know about games to test them.
- 3 They want to make sure the games work.
- 4 Volunteers don't earn any money.

6  **To consolidate new vocabulary through collocations; to consolidate information in a text**

- Explain the task and give Ss time to complete the collocations with the words in the list and then check their answers.
- Then allow Ss time to use the collocations in sentences based on the text.
- Elicit sentences from various Ss around the class.

Answer Key

- | | | |
|-------------|----------------|--------|
| 1 make | 4 video | 7 work |
| 2 shop | 5 attention to | 8 air |
| 3 part-time | 6 animal | |

Suggested Answer Key

Many teenagers work as shop assistants in their spare time.
 Part-time jobs are common among teenagers in many countries.
 Video games should be free from glitches before they are available in shops.
 Animal shelter volunteers should pay attention to the animals' needs and well-being.
 Working at an animal shelter is ideal for animal lovers.
 If you work as a volunteer it will count as work experience.
 The more fresh air you get the healthier you will be.

7  **To consolidate vocabulary from a text**

- Explain the task and give Ss time to complete it referring back to the text as necessary. Then give Ss time to write their sentences.
- Check Ss' answers.


Answer Key

- | | | | |
|--------|----------|---------|-------|
| 1 work | 3 salary | 5 earns | 7 won |
| 2 job | 4 wage | 6 gain | |

Suggested answer Key

- 1 You won't get a job if you don't show you can work hard.
- 2 Nowadays, it's quite difficult to find work.
- 3 My wage has gone down this week!


- 4 A lawyer has a good salary.
- 5 He wins all the races he enters.
- 6 I know he earns a lot of money, but I don't know how much.
- 7 She gained a lot of confidence working as a receptionist.

8  **To learn and practise prepositional phrases**

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

Answer Key



- 1 at 2 in 3 to 4 for 5 for

9  **To present and practise phrasal verbs with give**

- Read out the box with the phrasal verbs and their definitions.
- Then give Ss time to use them to complete the sentences.
- Check Ss' answers.

Answer Key

- 1 out 2 back 3 in 4 off 5 away

10   **To compare jobs; to give an opinion**

- Ask Ss to talk in pairs and make comparisons between the jobs in the texts and express their opinion about which job they think is the most interesting and why.
- Ask various Ss around the class to share their answers with the rest of the class.

Suggested Answer Key

A video game tester would be very interesting only for someone involved in gaming. You would need to have a lot of knowledge about games and technology. On the other hand, volunteering at an animal shelter doesn't require any particular skills but it does need the person to care a lot about animals. I think it's a job that could be quite tiring and even upsetting sometimes. A golf caddy is a great job if you like being outdoors and getting lots of exercise. However, if you didn't have an interest in the sport of golf, it could be quite boring. Personally, the job that is most interesting to me is working with animals because even if it's very hard work it must also be very rewarding.

11  **To write an email**

- Explain the task and give Ss time to complete it using the email skeleton to help them.
- Check Ss' answers by asking various Ss to read out their emails to the class.

Suggested Answer Key

Hi Nadya,
 Hope all is well with you. I just wanted to tell you about my new job! I am an animal shelter volunteer. When I arrive at work, I check all the animals, and after that, I feed them. It's perfect for me as I love animals.
 Write soon,
 Dana

2b

1 **Aim** To present/practise modal verbs

- Explain that modal verbs are followed by the bare infinitive (the infinitive without *to*) and do not take *-s*, *-ing* or *-ed* suffixes. Explain that they are followed by a present bare infinitive when they refer to the present or future. When they refer to the past, they are followed by the perfect bare infinitive.
- Say then write on the board: *You must obey the law*. Elicit from Ss that we use *must* to express duty/strong obligation – It means “*It is our duty to obey the law*”. Say then write on the board *You mustn't cheat on exams*. Elicit from Ss that we use *mustn't* to show prohibition – It means “*It's forbidden to cheat on exams*”.
- Refer Ss to the Grammar Reference section and go through all the modals and what they express. Write on the board some example sentences using modal verbs and eliciting from Ss what they express in each case.
- The explain the task and allow Ss time to complete it.
- Check Ss' answers and elicit reasons.

Answer Key

- 1 *might* (possibility); *can* (offer)
- 2 *must* (logical assumption/deduction – present); *Could* (polite request)
- 3 *may* (possibility); *can't* (logical assumption/deduction – past)
- 4 *have to* (strong necessity); *ought to* (advice)
- 5 *can't* (logical assumption/deduction – past); *must* (logical deduction/assumption – present)
- 6 *needn't* (absence of necessity – past); *could* (sth in the past that was possible but it didn't happen)
- 7 *should* (probability); *Shall* (offer/suggestion)

2 **Aim** To practise modal verbs

- Explain the task. Point out that Ss should pay attention to the phrases in bold as they express the same meaning as the modals they have to use. Do item 1 with Ss. *There's a chance it'll = It may/might*.
- Give Ss time to complete the task.
- Check Ss' answers around the class.

Answer Key

- 1 *It may/might rain later.*
- 2 *It must be scary living in an earthquake zone.*
- 3 *The weather forecast must be on in a minute.*
- 4 *We may/might/could have a very hot summer this year.*
- 5 *Tom can't have driven to work, because his car is in the drive, covered with snow.*

3 **Aim** To practise modal verbs

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

Answer Key

- 1 *must*
- 2 *can't*
- 3 *could*
- 4 *must*
- 5 *must*

4 **Aim** To practise modal verbs

- Explain the task. Point out that Ss should pay attention to the given sentences as they contain paraphrases that will help Ss decide on the correct modals. Do item 1 with Ss.
- Give Ss time to complete the task.
- Check Ss' answers around the class.

Answer Key

- 2 *She must have lost her way.*
- 3 *He could/may/might have been feeling ill.*
- 4 *He couldn't go out last night.*
- 5 *David didn't have to/didn't need to wake up early because it was his day off.*
- 6 *Paul could/would have applied for the job online but he decided not to.*

5 **Aim** To form nouns from verbs

- Explain the task and read out the examples in the box.
- Give Ss time to complete the task using their dictionaries and then check Ss' answers around the class.

Answer Key

- | | |
|-----------------------|--------------------|
| 1 <i>conservation</i> | 3 <i>reduction</i> |
| 2 <i>collection</i> | 4 <i>pollution</i> |

6 **Aim** To present will/be going to

- Present the future simple (*will*). Say then write on the board: *I'm thirsty. I will drink some water.* and *Next week he will buy a new laptop.* Underline *I will drink* and *he will buy* and explain that these verbs are in the future simple. Explain that we use **will + the base form of the main verb** to form the affirmative. Explain that we use this tense to talk about on-the-spot decisions and predictions based on what we think.

- Say then write on the board: *Will you go out tonight? No, it's raining. I will not/won't go out tonight.* Underline *Will you go* and *I will not/won't go* and explain that these are the interrogative and negative forms of the future simple. Give examples for all persons and explain that we form the negative with **will + not + the base form of the main verb** and the interrogative with **will + personal pronoun/noun + the base form of the verb**.
- Present *be going to*. Say then write on the board: *I am going to buy a smartphone.* Explain that we use **be going to + infinitive** to talk about plans and future intentions. Say then write on the board: *Look out! You're going to fall!* Explain that we also use **be going to** for predictions based on what we can see.
- Explain the task and ask Ss to match the sentences to what they express and then check Ss' answers.

Answer Key

- 1 a prediction based on what we see
- 2 a future plan/intention
- 3 a prediction based on what we think/believe
- 4 certainty

7 Aim To practise will/be going to

- Ask Ss to read the decisions (1-6) and ask and answer in pairs using *will/be going to* and following the example.
- Monitor the activity around the class and then ask some pairs to ask and answers in front of the rest of the class.

Suggested Answer Key

- 2 A: *Is he going to work part time?*
B: *Yes, he is. I think he will enjoy it.*
- 3 A: *Is he going to work in a shop?*
B: *No, he isn't. I don't think he will look for work in a shop.*
- 4 A: *Is he going to ask local businesses for a job?*
B: *Yes, he is. I think he will find a job easily.*
- 5 A: *Is he going to ask his parents for help?*
B: *No, he isn't. He isn't going to bother them.*
- 6 A: *Is he going to search online?*
B: *Yes, he is. He is going to look at lots of sites.*

8 a) Aim To present time words & the future

- Read out the table and the examples.
- Then explain or elicit that we do not use *will* after the time words *after, before, until, as soon as, when*, we use the present simple instead.
- Explain that *when* can be followed by *will* when it is a question word but not when it is a time word.

b) Aim To practise time words and the future

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

Answer Key

- | | |
|-------------|----------------|
| 1 leaves | 6 will he come |
| 2 will wait | 7 returns |
| 3 will meet | 8 find |
| 4 finishes | 9 Will you eat |
| 5 grows up | |

9 a) Aim To present the future continuous and the future perfect tenses

Ask Ss to read the sentences and elicit when we use the future continuous and the future perfect tenses.

Suggested Answer Key

- 1 We use the future continuous to describe events that will be in progress at a given future time.
- 2 We use the future perfect for events that will have been completed by a specified future time.
- 3 We use the future continuous for plans/intentions in the near future.
- 4 We use the future perfect continuous to give emphasis on the duration of an action up to a certain point in the future.

b) Aim To practise the future continuous and the future perfect tenses

Explain the task and give Ss time to complete it and then check their answers.

Answer Key

- | | |
|----------------------|-----------------------------|
| 1 'll/will have been | 3 'll/will be sitting |
| 2 'll/will have left | 4 'll/will have been living |

10 Aim To practise the future continuous and the future perfect tenses using personal examples

- Explain the task and give Ss time to write sentences for each of the situations.
- Check Ss' answers by asking various Ss around the class to read out their sentences.

Suggested Answer Key

At 6 o'clock tomorrow afternoon I will be meeting friends to go for a coffee.
At 8:30 Sunday evening I will be relaxing with my family after Sunday dinner.
By the time I am 60 I will have had a successful career as a lawyer, I will have had a family and bought a big house and I hope I will have retired.

1 **Aim** To predict the topic of the text; to read for specific information

- Read the title of the text aloud and direct Ss' attention to the picture.
- Elicit Ss' guesses as to what Dylan does for a living and elicit three questions from the class.
- Give Ss time to read the text and see if they can answer the questions.

Suggested Answer Key

Dylan must be an artist.

- 1) When did Dylan first begin painting? (As a child)
- 2) How did Dylan become known in the art world? (Through art shows)
- 3) What advice would Dylan give to other young people about finding a job? (Don't let anyone tell you that you can't do what you love.)

2 **RNE Aim** To read for cohesion and coherence

- Ask Ss to read the parts of sentences (1-7) and then allow Ss time to read the text again and complete the task.
- Check Ss' answers.

Answer Key

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

- Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box.

3 **Aim** To present and practise topic-related vocabulary; to discuss choosing a career

- Go through the list of phrases and explain or elicit the meanings of any unknown words and ask Ss to read out the example dialogue.
- Ask Ss to discuss in pairs what is important to them when choosing a career following the example.
- Monitor the activity around the class and then ask various Ss to tell the rest of the class what they discussed.

Suggested Answer Key

- A: What kind of job would you like to do?
 B: I'd like to be a pilot.
 A: Interesting. Why?
 B: Well, I don't mind working long hours or shifts. I would get high wages and I'd visit lots of exotic destinations. What about you?
 A: I'd like to work as a forensic crime investigator.
 B: Wow. Why would you want to do that job?

- A: Well, I like working under pressure and as part of a team. I also think I'd get to meet lots of interesting people.
 B: It sounds like a fascinating job.

4 a) **Aim** To present a CV; to prepare for a listening task

- Ask Ss to look at the CV and elicit what type of information is missing (e.g. a name, a phone number, etc).
- Check Ss' answers around the class.

Answer Key

- 1 surname
- 2 part of address
- 3 a number (part of date of birth)
- 4 phone number
- 5 part of job title

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

- Explain the task and ask Ss to read the CV again.
- Play the audio and give Ss time complete the task.
- Check Ss' answers.

Answer Key

- | | |
|-------------|--------------|
| 1 Evans | 4 7802756048 |
| 2 Brighton | 5 office |
| 3 11/eleven | |

c) **Aim** To write a CV

- Explain the task and ask Ss to copy the headings from the CV in Ex. 4a into their notebooks and write their own information under the headings to create their own CV.
- Allow Ss time to complete the task and then ask various Ss to read out their CVs to the rest of the class.

Suggested Answer Key

CV

Personal details

Name/Surname: Mina Davedova
Address: Sakhalinskaya, Bld 56, Apt 511
Date of Birth: 22/05/2000
Tel: 3186780 (mob) 7944561293
Education: Completed USEs at High School 23, Vladivostock
Work Experience: Summer 2015, OK Supermarket
Position: shop assistant
Personal Qualities: Hardworking, trustworthy, sociable, creative.

5 **Aim** Portfolio: To compose and act out an interview

- Explain the task and divide Ss into pairs.
- Ask Ss to copy the questions into their notebooks.
- Play the recording. Ask Ss to listen and read the texts and make notes under the questions.

- Then ask pairs to take roles and act out their interviews for the class. Record the interviews.

Suggested Answer Key

A: *Dylan, what is your job?*
 B: *I'm an artist and I paint wildlife paintings.*
 A: *How did you start out to be an artist?*
 B: *When I was a child, I used to enjoy drawing sketches of lions and dinosaurs.*
 A: *Where do you work?*
 B: *I work in my own studio, which is in my home.*
 A: *How much do you earn?*
 B: *It depends on how many paintings I sell, but I usually sell my paintings for about \$20,000.*
 A: *How do you feel about your job?*
 B: *I love my job and I think it's really important to do what you love.*

6 Aim Portfolio: To conduct an interview and write a short article

- Explain the task and set as HW. Tell Ss to interview someone they know who has an interesting job using the questions from Ex. 5 and record the answers. Then tell Ss to use this recording to help them to write a short article similar to the one in Ex.2 about the person they interviewed.
- Ask various Ss to read out their articles to the class in the next lesson.

Suggested Answer Key

Marina Azerova may look like an ordinary woman, but she has made her passion her job. She loves large animals, especially big cats, and she works as a zookeeper. Marina has loved animals since she was a child and so she always knew she would go to university to study zoology. Now she works at Leningrad Zoo and helps look after the big cats. Marina says, "It's very hard work, but I wouldn't change it for anything. It's a very rewarding job and so I am happy." Wouldn't it be great if we could all find a job doing something we have always wanted to do?

2d

1 Aim To read for gist

Ask Ss to read the advert and then elicit what it is about.

Answer Key

The advert is for a job for a sales assistant.

2 Aim To present language related to a job interview

- Play the recording with pauses for Ss to repeat either chorally or individually.
- Pay attention to Ss' pronunciation and correct as necessary.

3 Aim To predict the content of a dialogue

Ask Ss to read the sentences in Ex. 1 again and elicit Ss' guesses as to what it may be about and what style it is. Play the audio for Ss to listen and read and check if their guesses were correct.

Answer Key

The dialogue is a job interview and it is formal.

- Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box.

4 Aim To learn synonymous phrases

Read out the phrases in the list and give Ss time to find the synonymous ones in the dialogue and then check Ss' answers around the class.

Answer Key

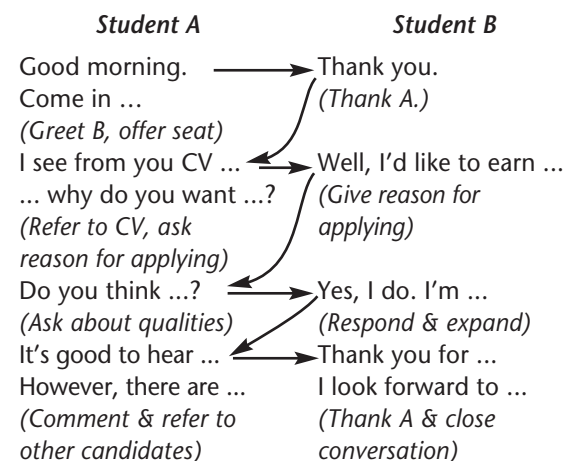
Why should I give you the job? = Why do you want to work for us?
I can't wait for you to call me. = I'm looking forward to hearing from you.
There are others who want the job. = There are a number of other candidates.

5 Aim To act out a dialogue

- Play the recording. Ss listen and then take roles and read out the dialogue in pairs.
- Remind Ss to pay attention to the rhythm of the conversation.
- Monitor the activity around the class and then ask some pairs to read out the dialogue in front of the class.

6 Aim To practise role-playing

- Ask Ss to work in pairs and act out a similar dialogue using the dialogue in Ex. 3 as a model.
- To help Ss, draw the following diagram on the board and elicit appropriate phrases Ss should use. Write them on the board. Ss can refer to the diagram while doing the task.



Suggested Answer Key

- A: Good morning, Janice. Come in and sit down.
 B: Thank you.
 A: I see from your CV that you are 16, still at Norwood Academy and have good grades. So, what I'd like to know is: why do you want to work for us?
 B: Well, I would like to earn my own money and I also think it would be excellent experience for me.
 A: Do you think you have the personal qualities for this position?
 B: Yes, I do. I'm very good at communicating with people. I'm a hard worker and very reliable. I'm sure that I have all the qualities needed to be a good sales assistant.
 A: It's good to hear your enthusiasm. However, there are a number of other applicants so I will call you tomorrow and let you know our decision.
 B: Thank you for your time and I look forward to hearing from you.

7 **Aim** To learn intonation in compound nouns

- Play the recording with pauses for Ss to repeat either chorally or individually.
- Pay attention to Ss' pronunciation and correct as necessary.

Across Cultures

1 **Aim** To introduce the topic; to read for gist

Direct Ss' attention to the titles of the text and the pictures and elicit what Ss think people celebrate on these days. Allow Ss time to read through the texts and find out.

Suggested Answer Key

People celebrate May Day spring festival in the UK and Women's Day in Russia.

2 **RNE Aim** To read for cohesion and coherence; to practise word formation

- Explain the task. Allow Ss time to read the texts and complete the gaps with derivatives of the words in brackets.
- Remind Ss to read the completed texts for cohesion and coherence and then check Ss' answers.

Answer Key

- | | |
|---------------|----------------|
| 1 celebration | 6 household |
| 2 traditional | 7 entertainers |
| 3 procession | 8 performances |
| 4 flowery | 9 beautiful |
| 5 official | |

- Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box.

3 **Aim** To read and listen for key information; to compare festival habits of two countries

- Ask Ss to copy the headings into their notebooks and then play the audio. Ask Ss to listen to and read the texts and make notes under the headings.
- Then ask individual Ss to come up in front of the class and give a short presentation on the festivals to the class using their notes.

Suggested Answer Key

Festival: May Day

Date: 1st Monday in May

Reason: spring festival

Celebrations: parade led by a May Queen and a Green Man, Morris Dancers with flowery hats and bells around their knees, festival field, young girls dance around a Maypole, funfair with rides, stalls selling sweet treats

On the first Monday in May the UK celebrates May Day. This is a traditional spring festival. There is a parade led by a May Queen and a Green Man. It also has Morris Dancers with flowery hats and bells around their knees. Then at the festival field, young girls dance around a Maypole and there is a funfair with rides as well as stalls selling sweet treats.

Festival: Women's Day

Date: 8th March

Reason: official celebration of women

Celebrations: a special meal with family or friends, give flowers, cards, chocolate & other gifts to women, some men do all chores, across country concerts and performances

On March the 8th Russia celebrates International Women's Day which is an official public holiday. People have a special meal with family or friends. Men give flowers, cards, chocolate and other gifts to women. Some men do all the household chores. Also, across the country there are various concerts and performances.

4 **ICT Aim** To write a text about a public holiday in your country

- Explain the task and ask Ss to make notes in their notebooks under the headings in Ex. 3 for a public holiday in their country.
- Then allow Ss time to use their notes to write a short text.
- Ask various Ss to read out the texts to the class.

Suggested Answer Key

Festival: National Unity Day

Date: 4th November

Reason: To celebrate Russian independence

Celebrations: fireworks, food and drink

Every year, on the 4th of November all Russians celebrate National Unity Day. The day celebrates the end of foreign intervention in the Russian Nation. People have parties with their family and friends with lots of delicious food and drinks. There are also many firework displays in towns and cities across the country.

CLIL TIME: Literature

1 To read for gist

- Ask Ss to read the short biography to find out what 'A Christmas Carol' is about.
- Elicit answers from various Ss around the class.

Answer Key

It is about a miser called Ebenezer Scrooge who mistreats his employee, but his life changes after some unusual visitors.

2 To read for specific information

- Ask Ss to read the questions (1-3) and the answer choices. Then give them time to read the main text and choose the correct answers for the questions.
- Check Ss' answers.

Answer Key

1 B 2 D 3 C

- Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box.

3 To make inferences and describe characters in a story

- Read out the list of adjectives and explain or elicit the meaning of any unknown words.
- Then allow Ss time to consider which ones apply to which characters in the story by making inferences.
- Ask various Ss to tell the class giving reasons for their answers.

Suggested Answer Key

Scrooge: moody, mean, grumpy, nasty

We understand this because he doesn't want to give his employee Christmas Day off work and he doesn't want to pay him for it either. Also, he wants him to come in early the day after Christmas to make up for it and he doesn't wish him a happy Christmas even though it is Christmas Eve. Also, he leaves the office angrily.

The clerk: kind, shy, polite, loyal

We understand this because he speaks politely to Scrooge and doesn't argue with him or say anything unkind despite his attitude. Also, he agrees to come into work early the day after Christmas.

Writing

1 To read for comprehension; to substitute linkers

- Allow Ss time to read through the rubric and then the model and the **Useful Language** box.
- Direct Ss' attention to the linkers in bold in the model and elicit appropriate alternatives from the Useful Language box from various Ss around the class.

Suggested Answer Key

First of all: Firstly

As a result: Therefore

Secondly: Furthermore

This means that: In this way

However: On the other hand

As a result: In this way

All in all: In conclusion

2 To prepare for a writing task

- Ask Ss to read the rubric and then read the viewpoints and the reasons.
- Give Ss time to match the viewpoints to the reasons and then elicit answers from Ss around the class.

Answer Key

1 d 2 a 3 b 4 c

3 To comment on the data in the table and give S's opinion

- Direct Ss to the plan and give them time to complete the task using their answers to Ex. 2. Remind Ss to use appropriate linking words/phrases.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

Should all students spend some time studying abroad?

Many university students want to spend some time studying abroad. However, is this beneficial? I believe all students should spend some time abroad as it offers a number of benefits.

First of all, they will get the chance to make new friends from a different culture with a different world view. As a result, it will broaden their horizons and help them to see the world in a new way. Furthermore, having an international degree will help their CV. Therefore, these students are more likely to get a good job.

However, some people think that studying abroad has many disadvantages. For instance, they believe students will feel lonely as they will be away from their family. Also, language barriers can cause students to have difficulty in communicating. Then, it is hard to establish relationships.

Personally, I disagree that students will feel lonely and have trouble communicating. They will easily make friends and they can study the language before they leave their home country.

In conclusion, studying abroad can give students many benefits that will help them in the future. I strongly believe that they should spend time abroad to broaden their horizons and help them get a good job afterwards.

Exam Practice 2

1 **Aim** To prepare for a listening task

- Explain the task and ask Ss to read the sentences and then choose the best paraphrase from the options.
- Allow Ss time to complete the task.
- Check Ss' answers.

Answer Key

1 b 2 a 3 b

2 **RNE Aim** To listen for specific information

- Explain the task and ask Ss to read the questions and answer choices.
- Play the audio and have Ss listen and complete the task.
- Check Ss' answers.

Answer Key

1 2 2 3 3 2 4 1 5 1 6 1

3 **Aim** To prepare for a reading task

- Ask Ss to read the gapped sentences and decide what is missing.
- Elicit Ss' answers.

Answer Key

1 2 2 1

4 **Aim** To prepare for a reading task

- Ask Ss to choose the correct option for the sentences in Ex. 3.
- Elicit Ss' answers.

Answer Key

1 2 2 1

5 **NE Aim** To practise verb/adjective forms; to read for cohesion and coherence and lexicogrammatical correctness

- Explain the task and ask Ss to read the text and complete the gaps with the correct form of the words in brackets.
- Check Ss' answers.

Answer Key

1 started 4 running 7 best
 2 took 5 created
 3 to improve 6 am inspired



Module 3

Travel

Topic	
In this module, students will explore the topics of holidays and means of transport.	
Module page	29
Lesson objectives: Overview of the module, to introduce key vocabulary	
Vocabulary: Types of holidays (<i>adventure holiday, exchange programme, skiing holiday, working holiday, school/summer camp, sightseeing holiday, beach holiday</i>); Activities (<i>like swimming in the sea & sunbathing, like seeing how students in other countries live, enjoy doing exciting activities on holiday, would like to volunteer to help the environment, like visiting famous buildings/monuments, enjoy outdoor holidays with teens my age, love doing winter sports</i>)	
3a	30-31
Lesson objectives: To listen and read for gist, to read for specific information, to learn prepositional phrases, to learn phrasal verbs with <i>make</i> , to talk about a person's experience, to write a postcard	
Vocabulary: Verbs (<i>investigate, improve</i>); Phrasal verbs (<i>make up/up for/out/for</i>); Nouns (<i>destination, pleasure, experience, chance, shadow, option, taste</i>); Adjectives (<i>endless</i>); Adverb (<i>abroad</i>)	
3b	32-33
Lesson objectives: To learn the past simple, the past continuous, the past perfect and the past perfect continuous, to learn used to/would, to talk about past holiday activities, to write about past holiday activities	
3c	34-35
Lesson objectives: To read for gist, to read for cohesion & coherence, to form adjectives, to listen for key information, to talk about a trip, to write an email about an experience	
Vocabulary: Verbs (<i>gasp, stare, glance, chew, compare, face</i>); Phrasal verb (<i>take in</i>); Nouns (<i>journey, branch, extinction, deforestation, poacher, creature</i>); Adjective (<i>incredible, astounded, diverse</i>); Phrase (<i>make our way</i>)	

3d	36
Lesson objectives: To listen and read for gist, to act out a dialogue/narrate an experience, to pronounce the (oo) sound	
Vocabulary: Sentences (<i>How was the school exchange programme? That sounds nice. What was it? I was so late! What did you do? Not quite. So, what time was it really? I bet you felt really foolish! Next time, make sure you check the time twice!</i>) Verb (<i>bet</i>); Noun (<i>coach</i>); Adjectives (<i>silly, confused, foolish</i>); Phrase (<i>you're kidding</i>)	
Across Cultures	37
Lesson objectives: To read for cohesion & coherence, to practise word formation, to talk about two trips, to write a short text about tourist transport in Moscow	
Vocabulary: Verb (<i>board</i>); Nouns (<i>commentary, pier, travel card, cruise, speedboat, passenger, terminal, route</i>); Adjective (<i>frequent</i>); Phrase (<i>pay as you go</i>)	
CLIL TIME: History	38
Lesson objectives: To talk about life in the past, to discuss leisure activities, to read for key information, to present an oral summary, to design a poster advertising a package holiday	
Vocabulary: Verbs (<i>wheel</i>); Noun (<i>sort, music hall, musical instrument, gramophone, record, bathing suit, lacrosse</i>); Phrases (<i>have sing-songs, national railway system, take a day trip, take a boat trip, wooden hut, work long hours</i>)	
Writing	39
Lesson Objectives: To read and analyse a rubric, to read for structure, to write a story	
Vocabulary: Nouns (<i>marketplace, stall, receptionist</i>); Adjectives (<i>busy, strange, insulted</i>); Phrase (<i>have a bite to eat</i>)	
Exam Practice 3	40
Lesson Objectives: To provide extra practice for the RNE exam, to read for cohesion & coherence, to listen for specific information	

►► **What's in this module?**

Read out the title of the module *Travel* and ask Ss to suggest what they think it means. Go through the topic list and stimulate a discussion to prompt Ss' interest in the module.

Find the page numbers for

- Explain/Elicit the meaning of any unknown words, then Ss find the page numbers for the items listed.
- Ask questions to check Ss' understanding.

Answer Key

a gorilla (p. 34)

(Have you ever seen a gorilla? Where and when was it?/Would you like to see one? etc)

a postcard (p. 31)

(Do you write postcards when you are on holiday? Why (not)? Who to? Have you ever received a postcard from someone? etc)

a riverboat (p. 37)

Have you ever been on a riverboat? Where/When was it? Would you like to go on a riverboat [again]? Why (not)? etc)

Vocabulary

1 **Aim** To present vocabulary for types of holidays

- Draw Ss' attention to the pictures (1-17).
- Play the audio with pauses for Ss to listen and repeat.
- Check Ss' pronunciation and intonation.

2 **Aim** To present/practise vocabulary for holiday activities

- Explain the task and read out the example sentence.
- Ask various Ss to tell the class what type of holiday they prefer and why using the phrases provided and following the example.

Suggested Answer Key

- 1 *I prefer adventure holidays because I enjoy doing exciting activities on holiday.*
- 2 *I prefer exchange programmes because I like seeing how students in other countries live.*
- 3 *I prefer skiing holidays because I love doing winter sports.*
- 4 *I prefer working holidays because I would like to volunteer to help the environment.*
- 5 *I prefer school/summer camps because I enjoy outdoor holidays with teens my age.*
- 6 *I prefer sightseeing holidays because I like visiting famous buildings and monuments.*

3a

1 **Aim** To predict the content of the text and listen and read for gist

Ask Ss to look at the title of the text and discuss in pairs what they think it means. Then play the audio. Ss listen and follow the texts in their books and find out.

Suggested Answer Key

A destination is the place where you arrive after a journey, so I think the article must be about travelling to learn; perhaps it is about studying abroad.

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

- Ask Ss to read the questions and the answer choices.
- Then allow Ss time to read the text again and answer the questions.
- Check Ss' answers. Ask Ss to justify their answers quoting the text.

Answer Key

- 1 *C (global question)*
- 2 *B (but that's when I realised I had no idea where I wanted to go)*
- 3 *A (I received a very helpful email from a friend. It was all about a company called Education First.)*
- 4 *A (the school was great. The teachers were friendly and approachable and the other students were loads of fun. In the evenings, we went out for dinner or to the cinema to practise our English skills. It was a fantastic way to make learning fun.)*

- Then ask Ss to look at the words/phrases in bold in the text. Explain the task to Ss and allow them some time to complete it. Remind Ss to use synonyms or short definitions.
- Check Ss' answers by asking various Ss to read out their answers.

Suggested Answer Key

- realised (v): understood*
received (v): got
investigate (v): to find out about sth
shadow (n): a dark shape made by sth blocking the light
endless (adj): unlimited
made up my mind (phr): decided
(I) couldn't wait (phr): (I) was looking forward to sth
approachable (adj): friendly
skills (n): abilities
taste (n): sample
adventure (n): an exciting experience
a breath of fresh air (phr): sb/sth new, different and refreshing
improve (v): to make sth better

- Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box.

3 **Aim** To consolidate new vocabulary

- Explain the task and ask Ss to read the words in the list and then use them to complete the sentences referring back to the text if necessary.
- Check Ss' answers.

Answer Key

- 1 break 3 helpful 5 improve
2 learn 4 study 6 options

4 **Aim** To learn and practise prepositional phrases

- Explain the task and give Ss some time to complete it, then check Ss' answers.

Answer Key

- 1 on 3 of 5 for 7 for
2 for 4 on 6 about

5 **Aim** To present and practise phrasal verbs with **make**

- Read out the box with the phrasal verbs and their definitions.
- Then give Ss time to use them to complete the sentences.
- Check Ss' answers.

Answer Key

- 1 for 2 up 3 up for 4 out 5 up

6 **THINK!** **Aim** To talk about the benefits of sb's experience

- Ask Ss to consider how Peter's experience has helped him.
- Then ask various Ss around the class to share their ideas with the rest of the class.

Suggested Answer Key

Peter's experience has helped him because he got to study English at a school with very helpful teachers and practise the language outside school in New York City. Also, it gave him his first taste of travel and adventure.

7 **Aim** To write a postcard

- Explain the task and give Ss time to complete it using the postcard skeleton to help them.
- Check Ss' answers by asking various Ss to read out their postcards to the class.

Suggested Answer Key

Hi Ian,
How are you doing? I'm in New York to study English. When I got here, I was **amazed!** The buildings are really **tall** and the city is **loud, busy and exciting**. Every day I **go to school** in the morning. The school is **great**. The teachers are **friendly and helpful** and the other students are **loads of fun**. In the evenings we go **to the cinema to practice our English**. It's a fantastic way to **make learning fun**. I hope you're having a good winter break!
Take care,
Peter

3b

1 **Aim** To present the form of the past simple, the past continuous, the past perfect and the past perfect continuous

- Elicit the form of the past simple (*main verb + -ed or irregular form*), the past continuous (*past simple of the verb 'to be' [was/were] + base form of the verb + -ing*), the past perfect (*had + past participle of the main verb*) and the past perfect continuous (*had been + main verb + -ing*).
- Allow Ss time to read the text and then ask them to identify the tense forms of the verbs in bold.

Answer Key

had been working = past perfect continuous
had decided = past perfect
approached, announced, gave, unpacked, headed = past simple
was happening, was sitting, was lying = past continuous

2 **Aim** To present the uses of the past simple, the past continuous, the past perfect and the past perfect continuous

- Elicit the uses of the past simple (*an action that happened at a stated time in the past, and for actions that happened one after the other in the past*), the past continuous (*an action which was happening at a stated time in the past, two actions that were happening at the same time in the past*), the past perfect (*an action which happened in the past before another past action, an action which happened before a stated time in the past, an action which started and finished in the past*) and the past perfect continuous (*to put emphasis on the duration of an action which started and finished in the past, to show the result of a past action whose result was evident in the past for some time*).
- Then ask Ss to read the uses (A-F) and match them to the tense forms (1-6) in the text.

Answer Key


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

3  **To practise past tenses**

- Explain the task and allow Ss time to read the sentences and fill the gaps with the correct forms of the verbs in brackets.
- Check Ss' answers.

Answer Key


- 1 was; had
- 2 were you doing, rang; was washing, did not hear
- 3 was surfing, found; told, had already booked
- 4 did you miss; were shopping, did not hear
- 5 Did you stay; rented
- 6 had been waiting
- 7 looked; had not slept, had been waiting

4  **To practise past tenses**

- Explain the task and read out the example.
- Give Ss time to complete the task and then check Ss' answers around the class.

Suggested Answer Key

*I had been driving for an hour when it started raining.
I was buying souvenirs when someone stole my purse.
I was buying souvenirs when it started raining.
I was buying souvenirs when I lost my passport.
I had been waiting all morning when the ferry arrived.
I was lying on the beach when it started raining.
I had been lying on the beach when someone stole my purse.
I was lying on the beach when someone stole my purse.
I was sleeping in a tent when it started raining.*

5  **To present past tenses with personal examples and using time adverbs**

- Explain the task and read out the example.
- Give Ss time to complete the task and then ask various Ss around the class to share their sentences with the rest of the class.

Suggested Answer Key

*By the time I had finished my homework, I was very tired.
We had a party for my sister's birthday two weeks ago.
I lost my scarf while I was walking home from school.
Alison visited Paris last year.
I had never been to Africa before.
I was waiting for the train for hours yesterday.
Ben has played the guitar for ten years.
Beth has not travelled abroad yet.
I was playing basketball all day yesterday.
Last summer I went to an island.
When I was twelve, I had already been on an aeroplane twice.*

6   **To practise past tenses in a story setting**

Ask Ss to read the text and then play the recording of the sound effects. Then ask various Ss around the class to continue the story using past tenses.

Suggested Answer Key

... Black clouds appeared in the sky and the wind began to blow. We turned the boat around immediately but we all knew it would take several hours to get home. We had been sailing all morning, so we were far away from the harbour. We had not brought any warm clothes so we began to feel cold. Then it started to rain. It had only been raining for ten minutes when we noticed that the boat was filling up with water. I was terrified! I had never been on a boat before and I thought we were sinking. Luckily my parents knew what to do. They gave me a bucket and told me to keep scooping the water out of the boat. It was a long journey back to the harbour. By the time we arrived, we were all soaking wet and freezing cold. But, luckily, everyone was safe.

7 a)  **To present used to/would**

- Read out the theory box and the examples.
- Explain that we use *used to/would* to talk about past habits or things that don't happen any more. We can also use *used to* to talk about past states.
- Explain that we can use *would* in sentences that talk about past habits instead of *used to*.

Answer Key

'Would' and 'used to' can both be used for past actions, but only 'used to' can be used for past states. We cannot use 'would' when talking about past states.

b)  **To practise used to/would**

- Explain the task and give Ss time to complete it, then check Ss' answers.

Answer Key

- | | | |
|-----------------|-----------------|-----------|
| 1 used to/would | 4 used to/would | 7 used to |
| 2 used to | 5 used to | |
| 3 used to/would | 6 used to/would | |

8 a)  **To practise used to/would**

- Explain the task and read out the example.
- Give Ss time to complete the task and then check Ss' answers.

Answer Key

When Sharon was ten, she didn't use to take pictures when she was on holiday. She used to go to the beach with her siblings. She didn't use to stay in a holiday resort. She used to take long walks on the beach and she used to collect seashells. She didn't use to travel overseas and she didn't use to go skiing. She used to eat candyfloss but she didn't use to go scuba diving.

Aim b) To practise *used to/would* through personal examples and miming

Explain the task and ask different pairs of Ss to complete the task in front of the class.
(Ss' own answers)

Aim 9 To write a description of past holiday activities

Explain the task and give Ss time to write a short paragraph about the things they did on holiday when they were younger using *used to/would*.

Suggested Answer Key

When I was younger, I used to go camping with my parents. We didn't use to stay in hotels, instead, I used to sleep in a tent. We used to cook on a campfire. I had an old camera and I used to take a lot of photographs. But I didn't use to have a digital camera. I used to have to get the photos developed. We used to travel for a month each summer.

3c

Aim 1 To predict the topic of the text; to read for gist

- Read the title of the text aloud and direct Ss' attention to the picture.
- Elicit Ss' guesses as to what the text is about.
- Give Ss time to read the text and find out.

Suggested Answer Key

King Kong is an imaginary gorilla in a film, so the text must be about someone who is looking for real gorillas.

RNE Aim 2 To read for cohesion and coherence

- Ask Ss to read the parts of sentences (1-7) and then allow Ss time to read the text again and complete the task.
- Check Ss' answers.

Answer Key

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

- Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box.

THINK! Aim 3 Understanding author's attitude

- Read the quote from the text aloud and ask Ss to consider what the author means by it.
- Elicit answers from around the class.

Suggested Answer Key

I think that when Kelly says that "nothing compares to looking into the eyes of a real mountain gorilla" she means that it is a very special and unusual experience. She cannot help the reader to understand by saying that it is like something else that the reader may have experienced, because it is not like anything else.

Aim 4 To consolidate new vocabulary

- Direct Ss' attention to the highlighted words/phrases in the text and the words/phrases in the list and ask Ss to match them using their dictionaries if necessary.
- Ask Ss to check their answers with a partner and then check Ss' answers around the class.

Answer Key

*incredible = amazing
in search of = looking for
close = near
stared = looked for a long time
glanced = looked quickly
chew = crush food into smaller pieces
habitat = natural environment*

Aim 5 To form adjectives

- Read out the theory box and the examples and then give Ss time to complete the sentences with an adjective formed from the words in brackets.
- Check Ss' answers.

Answer Key

1 tiring 3 disappointed 5 confused
2 annoyed 4 disgusting 6 amazing

Aim 5 To listen for key information

- Explain the task and ask Ss to read the statements.
- Play the audio and give Ss time to complete the task and then check their answers.

Answer Key

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

Aim 7 To talk about sb's trip

- Ask Ss to write the headings in their notebooks and then play the audio. Ask Ss to listen to and read the text.
- Then ask Ss to use their notes to talk in pairs about Kelly's trip.
- Monitor the activity around the class and then ask some Ss to tell the class.

Suggested Answer Key

place: *the Impenetrable Forest in Uganda, near the Rift Valley and the Virunga Volcanoes*
transport: *by plane to the capital, Kampala, then by bus to Bwindi, and finally on foot*

reason for trip: to take pictures of mountain gorillas
what she saw/did: she walked into the forest with a guide and observed and photographed a family of gorillas
how she felt: she felt that it was a totally unique experience

Kelly went to the Impenetrable Forest in Uganda, near the Rift Valley and the Virunga Volcanoes. She went by plane to the capital, Kampala, then by bus to Bwindi, and finally on foot. She went there to take pictures of mountain gorillas. She walked into the forest with a guide and observed and photographed a family of gorillas. She felt that it was a totally unique experience.

8 **Aim** To write an email

- Explain the task and ask Ss to complete the task following the directions and using their answers to Ex. 7 to help them.
- Allow Ss time to complete the task and then ask various Ss to read out their emails to the rest of the class.

Suggested Answer Key

Hi Ann,
 How are you? Guess what! I'm in Uganda, and I've just visited the Impenetrable Forest.
 First, I flew to Kampala, then took a bus to Bwindi. That was a long journey. From there, I walked into the forest with the help of a guide. I wanted to see and photograph the mountain gorillas. After some time, we saw a family of gorillas and they let me photograph them for about an hour.
 It was a really unique and amazing experience, but unfortunately the gorillas are facing extinction. It is an experience people might not be able to have in the future. When I return, I will show you all my photos!
 Take care,
 Kelly

3d

1 **Aim** To present language related to narrating an experience

- Play the recording with pauses for Ss to repeat either chorally or individually.
- Pay attention to Ss' pronunciation and correct as necessary.

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

- Ask Ss to read the sentences in Ex. 1 again and elicit Ss' guesses as to what the dialogue may be about and what happened.
- Play the audio for Ss to listen and read and find out.

Suggested Answer Key

I think friends must be talking about an exchange programme one of them participated in. It sounds like something went wrong. Maybe somebody made a mistake about the time.

- Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box.

3 **Aim** To learn synonymous phrases

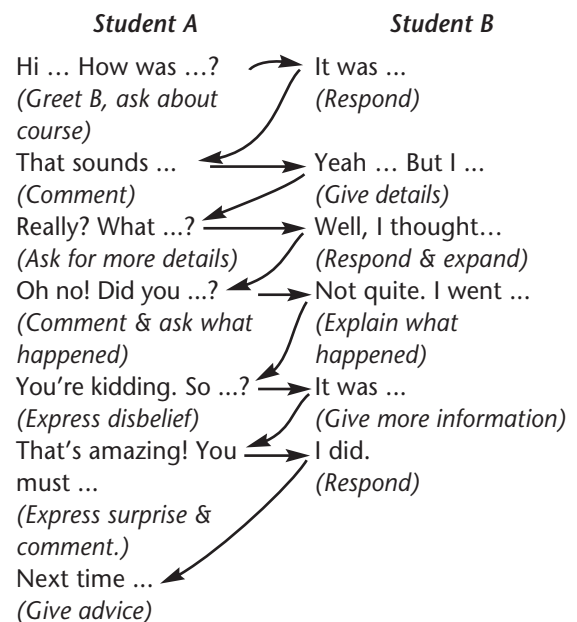
- Read out the phrases in the list and give Ss time to find the synonymous ones in the dialogue.
- Check Ss' answers around the class.

Answer Key

I made a silly mistake earlier. = I did something really silly while I was there.
 Not exactly! = Not quite.
 What was the actual time? = So, what time was it really?
 You must have felt silly! = I bet you felt really foolish!

4 **Aim** To practise role-playing

- Ask Ss to work in pairs and act out a similar dialogue using the dialogue in Ex. 2 as a model.
- To help Ss, draw the following diagram on the board and elicit appropriate phrases Ss should use. Write them on the board. Ss can refer to the diagram while doing the task.



Suggested Answer Key

A: Hi, Tom! How was your summer language course?
 B: It was great! Studying English in Bristol was a lot of fun.
 A: That sounds nice.
 B: Yeah, it was. But I made a really silly mistake, and I almost didn't get there.

A: Really? What happened?
 B: Well, I thought I had to catch the train at half past four. So, I got ready and when we got there, I looked at my ticket and realised the train was leaving at three forty! I thought I must have just missed it because it was four o'clock.
 A: Oh no! Did you miss the train?
 B: Not quite. I went to the information desk, and the train had been delayed.
 A: You're kidding! So, what time was it leaving?
 B: It was going to leave in ten minutes. I was right on time!
 A: That's amazing! You must have felt really silly, though.
 B: I did.
 A: Next time, make sure you check the ticket twice!

5 **To pronounce the (oo) sound**

- Play the recording with pauses for Ss to repeat either chorally or individually.
- Pay attention to Ss' pronunciation and correct as necessary.

Across Cultures

1 **To generate topic-related vocabulary**

- Set a short time limit of a minute and ask Ss to think of as many forms of public transport as they can and write them in their notebooks.
- Elicit answers from Ss around the class.

Suggested Answer Key

bus, train, metro, trolley, tram, coach, plane, ship, boat, taxi

2 **To read for cohesion and coherence; to practise word formation**

- Explain the task.
- Allow Ss time to read the texts and complete the gaps with derivatives of the words in brackets.
- Remind Ss to read the completed texts for cohesion and coherence.
- Check Ss' answers.

Answer Key

1 interesting 4 refreshments 7 crowded
 2 service 5 tourists
 3 different 6 comfortable

- Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box.

3 **To consolidate information in a text**

- Play the recording. Ss listen and follow the text in their books.
- Ask various Ss around the class to tell the rest of the class four things they remember from the texts.

Suggested Answer Key

- 1 In London, there is a boat called a river bus.
- 2 You can pay for the river boat with a travel card.
- 3 In Moscow, boat trips along the Moskva River depart from Gorky Park, at Novospasskiy Monastery and other piers.
- 4 Cruises run from early April to mid-October.

4 **To write a text about public transport in Moscow**

- Explain the task and ask Ss to work in groups and collect information from the Internet to help them write a short text about public transport in Moscow that is appropriate for tourists.
- Assign the task as HW and ask Ss to write a short text. They may illustrate it with photos if they wish.

Suggested Answer Key

There are lots of ways for tourists to get around Moscow. First of all, there is a good, cheap metro system, which is probably the best choice for a tourist. There are also buses, which can be convenient for some destinations, but are not as comfortable as the metro. It is also possible to rent a car. They are not expensive, but there is a lot of traffic and the roads can be confusing for a visitor. There are taxis, too, but they can be very difficult for tourists to use.

CLIL TIME: History

1 **To talk about life in the past**

- With books closed, initiate a discussion about what life was like for people 150 years ago.
- Explain that the years 1837-1901 are known as the Victorian era because this was the time when Queen Victoria reigned. Ask Ss how periods of time are referred to in their own cultures.
- Ask Ss to look at the pictures and identify the main activities. Elicit various answers from Ss around the class.

Suggested Answer Key

People spent time by the sea, taking part in or watching sport activities, going to the theatre or listening to gramophone records.

Writing

1 **Aim** To read for order of events and narrate a story

- Ask Ss to read the story and the events (A-H) and then order them according to what they read.
- Check Ss' answers and then ask various Ss to use the events to retell the story to the class.

Answer Key

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

She arrived in Cape Verde. She went for a walk. She bought some food. She got on the bus to the hotel. She started eating a banana. People were looking at her angrily. She got off the bus and walked. The receptionist explained her mistake.

2 a) **Aim** To read for content and structure

- Give Ss time to read the story again and then elicit which paragraphs contain the elements (1-4).
- Elicit answers from Ss around the class.

Answer Key

1 paragraph 1 3 paragraph 3
2 paragraph 4 4 paragraph 2

- Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box.

b) **Aim** To identify adjectives and adverbs

- Read out the **Study Skills** box and explain that this tip will help Ss when they have to write a story.
- Give Ss time to scan the story and find the adjectives and adverbs for the nouns and verbs given.
- Check Ss' answers around the class.

Answer Key

lovely sunny day walking happily
great time looking angrily
busy marketplace kindly explained
strange fruits

3 **Aim** To listen for order of events; to prepare for a writing task

- Ask Ss to study the pictures and think about what seems to be happening in each one.
- Play the audio and then give Ss time to order the pictures.
- Check Ss' answers.

Answer Key

1 B 2 D 3 C 4 A

4 **RNE Aim** To write a story (a first-person narrative)

- Direct Ss to the plan and give them time to complete the task using their answers from Ex. 3. Remind Ss to use appropriate adjectives and adverbs and to write the story in the first-person using the title provided.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

A Terrible Mistake

Sometimes you can be rude without even trying, can't you? Last year in London, I arranged to meet a friend for coffee. I know the British hate lateness, so I set off early. Just after I had boarded the bus, it got stuck in heavy traffic. It started and stopped, started and stopped, and the time I had arranged to meet my friend came and went. When I finally got there, I was very late. When I got to the café, I couldn't see my friend anywhere. I quickly described him to the waitress and she said he'd just left. I ran outside and I saw him going into an underground station. He was terribly angry! I took him back to the café and bought him a cake and he forgave me. I was just relieved I'd found him.

Exam Practice 3

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

- Explain the task and ask Ss to read the sentences and then choose the best option for the gaps. Allow Ss time to complete the task.
- Check Ss' answers and elicit how they decided.

Answer Key

1 B (top) 2 A (good) 3 C (sun)

2 **RNE Aim** To complete a multiple choice cloze; to read for cohesion and coherence

- Explain the task and ask Ss to read the text and then the options for each gap.
- Allow Ss time to complete the task and then check Ss' answers.

Answer Key

1 B 2 D 3 A 4 B 5 D 6 C

3 **Aim** To prepare for a listening task

- Read out the *Study Skills* box and tell Ss this will help them complete the task.
- Ask Ss to read the statements, the underlined words and the audio script extract and then decide if the statements are true, false or not stated.
- Check Ss' answers.

Answer Key

A NS B T C F

4 **RNE Aim** To listen for specific information

- Ask Ss to read the statements (A-G) and then play the audio.
- Ss listen and decide if the statements are true, false or not stated.
- Check Ss' answers.

Answer Key

A T C NS E F G F
 B T D NS F T



Module 4

Technology

Topic	
In this module students will explore the topics of technology and gadgets.	
Module page	41
Lesson objectives: Overview of the module, to introduce key vocabulary; to present <i>would like</i> ; to talk about gadgets Vocabulary: Gadgets (<i>Pepper the robot, transparent TV, 3D printer, solar-panelled jacket, electronic paper, smart watch</i>); uses (<i>make calls, send text messages, surf the Net, recognise facial expressions and tones of voice, responds to people, make text comfortable to read, print objects, keep you warm charge your gadgets, display a screen</i>)	
4a	42-43
Lesson objectives: To listen and read for gist, to read for specific information, to learn common idioms, to learn phrasal verbs with <i>turn</i> , to talk about a device, to write a short advert about a device Vocabulary: Idioms (<i>raining cats and dogs, cost an arm and a leg, keep an eye out</i>); Verbs (<i>control, rewind, fast-forward, scroll, slide, last, charge, transport</i>); Phrasal verbs (<i>take off, turn down/sth into sth/off/up</i>); Nouns (<i>device, touchscreen, Bluetooth, controller, wireless mouse, keyboard, volume, webpage, measures, index finger, thumb</i>); Adjectives (<i>advanced, waterproof</i>); Adverb (<i>remotely</i>); Phrase (<i>hand movements</i>)	
4b	44-45
Lesson objectives: To learn conditionals, to learn wishes, to form adjectives with prefixes, to learn clauses of purpose	
4c	46-47
Lesson objectives: To listen and read for gist, to read for specific information, to talk about AI, to learn prepositional phrases, to listen for specific information, to write a summary of a text Vocabulary: Verbs (<i>announce, fool</i>); Phrasal verbs (<i>work on, make do with</i>); Nouns (<i>co-founder, assistant, program, application, techie</i>); Adjective (<i>social</i>); Phrases (<i>personal challenge, depends on, main goal</i>)	

4d	48
Lesson objectives: To learn how to describe a visit to a show, to act out a dialogue, to pronounce silent letters Vocabulary: Verbs (<i>hop, kick, point</i>); Nouns (<i>demonstration, android, helper</i>); Adjective (<i>advanced, long-term, elderly</i>); Phrase (<i>on their own</i>); Sentences (<i>How was your trip to Moscow? It was great, thanks! Did you do anything special? That sounds awesome! It is, isn't it?</i>)	
Across Cultures	49
Lesson objectives: To read for specific information, to practise word formation, to listen for key information, to write about a museum in your country Vocabulary: Verbs (<i>divide, dedicate, navigate, establish, house</i>); Nouns (<i>location, planetarium, meteorite, billion, orbit</i>); Adjectives (<i>accurate, humble, re-entry</i>); Adverb (<i>truly</i>); Phrase (<i>rocket research</i>)	
CLIL TIME: Biology	50
Lesson objectives: To read for specific information, to read for cohesion & coherence, to listen & read for specific information, to make a model of the brain, to prepare a quiz on the brain Vocabulary: Verbs (<i>respond, allow, wonder, deliberate</i>); Phrasal verb (<i>carry out</i>); Nouns (<i>nerve cell, signal, sense, loop, fold, heartbeat, balance, layer</i>); Adverbs (<i>basically, smoothly, properly</i>); Phrase (<i>bodily function</i>)	
Writing	51
Lesson objectives: To read for content, to write an essay	
Exam Practice 4	52
Lesson objectives: To provide extra practice for the RNE exam, to read for key information, to read aloud, to compare reading performances	

▶▶ What's in this module?

Read out the title of the module *Technology* and ask Ss to suggest what they think it means. Go through the topic list and stimulate a discussion to prompt Ss' interest in the module.

Find the page numbers for

- Explain/Elicit the meaning of any unknown words, then Ss find the page numbers for the items listed.
- Ask questions to check Ss' understanding.

Answer Key

a cartoon strip (p. 44)

Do you read cartoons? Do you have a favourite? Why do you think people like them?

a robot (p. 41)

What do you think this robot can do? Would you like to have a robot? Why (not)?

a diagram (p. 50)

Have you seen a diagram like this before? Have you learnt about the brain in school?

2 To talk about gadgets

- Explain the task and read out the reminder box. Ask a pair of open Ss to model the exchange and then give Ss time to complete the task in closed pairs.
- Ask various Ss around the class to share their answers with the rest of the class, following the example.

Suggested Answer Key

A: I would like to have a smart watch because I would be able to make calls without a phone.

B: Really? I would like to have a 3D printer because I would be able to print any objects I wanted.

A: I would like to have electronic paper because it makes text comfortable to read.

B: Really? I would like to have a transparent TV because it is transparent when not in use and I would hardly notice it in my room.

Vocabulary

1 To present gadgets & their uses

- Draw Ss' attention to the pictures (A-F) and ask various Ss to read out the name of the gadget.
- Read out the sentences 1-6 and explain/elicite the meaning of any unknown words and then ask Ss to make sentences about the gadgets.

Answer Key

Pepper the robot has feelings, can recognise facial expressions and tones of voice, and responds to people.

Electronic paper makes text comfortable to read and weighs only 14 grams.

A 3D printer allows you to print objects.

A solar-panelled jacket keeps you warm and charges your gadgets.

A transparent TV is transparent when not in use and displays a screen when you turn it on.

4a

1 **Aim** To predict the content of the text; to listen and read for gist

- Ask Ss to look at the pictures and read out the title of the text. Ask Ss to guess what 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 rings that we wear on our fingers and new technology.

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

- Explain that for each question there are four answer choices to choose from.
- Ask Ss to read the text and choose the correct answer for each question.
- Check Ss' answers.

Answer Key

1 4 2 2 3 1 4 3

- Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box.
- Play the video for Ss and elicit their comments at the end.

3 **Aim** To consolidate information in a text; to develop critical thinking skills

Explain the task and ask Ss to read the text again. Read out the questions and elicit the answers.

Answer Key

- 1 Tablets and smartphones are gaining popularity.
- 2 The Nod ring is a Bluetooth controller.
- 3 The writer compares the Nod ring to a wireless mouse or keyboard on your finger.

4 **THINK!** Suggested answer

I think the Nod ring would be very useful to me because I could use it to control my TV, computer and phone without touching them. However, I don't need one because I can do all these things by hand. It would just be easier to control all my devices with a Nod ring.

4 a) **Aim** To consolidate new vocabulary

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

Answer Key

- | | |
|---------------|-----------|
| 1 turn | 5 Scroll |
| 2 rewind | 6 click |
| 3 communicate | 7 measure |
| 4 connect | 8 charge |

b) **Aim** To consolidate new vocabulary through antonyms

- Explain the task and give Ss time to complete it using their dictionaries if necessary.
- Check Ss' answers.

Answer Key

popular ≠ unpopular
comfortable ≠ uneasy
lets ≠ forbids
different ≠ similar
connect ≠ remove
advanced ≠ outdated
tiny ≠ massive
useful ≠ impractical

5 **Aim** To present and practise common idioms

- Ask Ss to read the dictionary entries and then give them time to read the sentences and complete them with the correct idiom.
- Check Ss' answers.

Answer Key

- 1 keep an eye out
- 2 raining cats and dogs
- 3 cost an arm and a leg

6 **Aim** To present and practise phrasal verbs with turn

- Read out the box with the phrasal verbs and their definitions.
- Then give Ss time to use them to complete the sentences.
- Check Ss' answers.

Answer Key

1 down 2 off 3 into 4 up

7 **Aim** To consolidate information in a text; to present a device

- Explain the task and ask Ss to copy the headings into their notebooks.
- Ask Ss to read the text again and make notes under each heading.
- Then ask various Ss around the class to present the device to the class using their notes.

Suggested Answer Key

Name of device: Nod ring

What it is: Bluetooth controller; lets you communicate with devices up to 9 metres away

How it works: wear on finger, move thumb over touch-control surface; advanced micro-technology communicates direction and speed of movement to devices

Uses: rewind, fast-forward and control volume of TV, control music player on smartphone or answer calls,

scroll through webpages on computer, take pictures on digital camera remotely

A Nod ring is a Bluetooth controller that lets you communicate with devices up to 9 metres away. You wear it on your finger, like a normal ring, but when you move your thumb over the touch-control surface, advanced micro-technology communicates the direction and speed of movement to your devices. This means you can rewind and fast-forward movies on your TV and even control the volume. You can also control the music player on your smartphone or answer calls, even when your phone is on the other side of the room. You can use the Nod ring to scroll through webpages on your computer screen and take pictures on digital camera remotely, too. It's hard to believe that you can do all this with something as small as a ring.

8 **Aim** Portfolio: To write a short advert about a device

- Explain the task and allow Ss time to write their adverts using their notes from Ex. 7 to help them.
- Ask various Ss to read out their adverts to the class.

Suggested Answer Key

Wouldn't it be great to control all your electronic devices from one place? Well, now you can with the Nod ring!

With advanced micro-technology, you can control devices up to 9 metres away simply by moving your thumb over the touch-control surface.

- *rewind, fast-forward and control the volume on your TV*
- *control the music player and answer calls on your smartphone*
- *scroll through webpages on your computer*
- *take pictures with your digital camera*

Pre-order one today!

Background information

Tom Cruise is an American actor. He was born in 1962 in New York. He has starred in many films including *Top Gun* (1986), *A Few Good Men* (1992), *Jerry McGuire* (1996), *Minority Report* (2002), and *Edge of Tomorrow* (2014). He has won many awards including three Golden Globes.

Minority Report is a 2002 film starring Tom Cruise and directed by Stephen Spielberg. It is a science fiction film set in the year 2054 about a specialised police department that apprehends criminals before they commit a crime by using physics. It features a lot of futuristic technology and special effects.

4b

1 a) **Aim** To present types and forms of conditionals.

- Read the joke aloud and explain how we form conditionals.
- Explain that we form type 1 conditionals with *if/when + present simple + will/can + infinitive without to*. Explain that we form type 2 conditionals with *if/when + past simple + would + infinitive without to*. Explain that we form type 3 conditionals with *if/when + past perfect + would have + past participle*.
- Go through the table and explain any points Ss are unsure of. Then ask them to identify the types of conditionals in the cartoon and the tenses used.

Answer Key

– If you aren't back by 9:00, you'll be in trouble.

Tenses: present simple, will + bare infinitive

Conditional type 1

– If it hadn't stopped, I would have been on time.

Tenses: past perfect, would + have + past participle

Conditional type 3

– If you weren't always late, I wouldn't mind so much.

Tenses: past simple, wouldn't + bare infinitive

Conditional type 2

– When you break your promises, I get angry.

Tenses: present simple, present simple

Conditional type 0

– I won't get angry if you break your promise, too!

Tenses: won't + bare infinitive

Conditional type 1

b) **Aim** To present the uses of conditionals

Read the task aloud and then explain or elicit that we use type 1 conditionals to talk about a situation that is possible in the future, type 2 conditionals to talk about an unreal situation in the present/future and type 3 conditionals to talk about an unreal situation in the past.

Answer Key

an unlikely situation in the present: type 2

a real or probable situation in the present/future: type 1

an imaginary situation contrary to facts in the past: type 3

a general truth: type 1

2 **Aim** To present conditionals with *unless/when*

- Read out the sentences. Elicit how the sentences differ in meaning and refer Ss to the Grammar Reference section.
- Explain that we can use *unless* instead of *if ... not* in conditional sentences and that the verb is always in the affirmative after *unless*. Explain that we can use *when* instead of *if* to express that the situation is almost certain to happen rather than just likely to happen.

Answer Key

If he does this project well, he'll get promoted.

He'll probably do the project well and as a result he will get promoted.

Unless he does this project well, he won't get promoted.

It's not possible for him to get promoted if he doesn't do the project well.

When he does this project well, he'll get promoted.

He'll definitely do the project well and, when he does, he will get promoted.

3 **Aim** To practise conditionals types 0,1

- Explain the task and give Ss time to complete the task.
- Check Ss' answers and elicit the type of conditional.

Answer Key

1 finishes, will look – type 1

2 is, won't be – type 1

3 enjoy, are – type 0

4 see, tell – type 0

4 **Aim** To practise conditionals type 2

- Ask Ss to read the thought bubbles and then give Ss time to complete the task and then check Ss' answers.

Answer Key

If I had more qualifications, I could find a better job.

If I earned more money, I could buy a flat.

If I didn't go to bed late every night, I wouldn't feel tired.

If I had some friends, I wouldn't feel lonely.

5 **Aim** To practise conditionals type 2 with personal examples

- Ask Ss to work in groups and use the prompts to write conditional sentences that are true for them.
- Check Ss' answers around the class.

Suggested Answer Key

If I were Prime Minister for a day, I'd give all schoolchildren a free book.

If I had a lot of money, I'd buy a house by the sea.

If I saw a mouse, I would tell my dad.

If I got lost in the jungle, I would try to find a river.

If I failed my exams, I would be very unhappy.

6 **Aim** To practise conditionals type 3 with personal examples

- Ask Ss to work in pairs and use the prompts to write conditional sentences that are true for them.
- Check Ss' answers around the class.

Suggested Answer Key

If I had woken up late this morning, I'd have been late for school.

If I had lost my pocket money, I wouldn't have bought a sandwich at lunchtime.

If I hadn't done my homework, I would have got in trouble with my teacher.

If I had won £1 million, I would have booked a holiday abroad.

7 a) **Aim** To present wishes

- Read the sentences aloud. Explain that we use *wish/if only + past simple* to talk about sth we wish was true in the present and *wish /if only + past perfect* to talk about sth we regret/wish was different in the past.
- Elicit which sentence refers to which to the *past/present*, which words introduce the wishes and which tenses are used.

Answer Key

I wish I had applied for the job. – a wish/regret about the past

If only you weren't working late today. – a wish about the present/future

I wish I could be a rock star. – a wish about the present/future

If only I had won that singing contest. – a wish/regret about the past

The words I wish and If only are used to introduce wishes.

After these words, the past perfect, past simple/continuous and would/could + bare infinitive are used.

b) **Aim** To practise wishes

- Explain the task and read the example aloud.
- Give Ss time to complete the task and then check Ss' answers.

Answer Key

2 *I wish/If only I had known that company was hiring new staff.*

3 *I wish/If only the job I have now wasn't so tiring.*

4 *I wish/If only my salary wasn't so low.*

5 *I wish/If only I could have the career I want.*

8 **Aim** To practise wishes

- Explain the task and read out the example exchange.
- Ask Ss to complete the task in closed pairs. Monitor the activity around the class and then ask some pairs to share their answers with the class.

Suggested Answer Key

A: *I wish I could be an astronaut. If I was an astronaut, I could travel into space.*

B: *I wish I were a better basketball player. If I were a better basketball player, I could join the school team.*

A: *I wish I had woken up earlier. If I had woken up earlier, I wouldn't have been late for school.*

B: *I wish I hadn't dropped my smartphone last week. If I hadn't dropped my smartphone, I wouldn't have had to buy a new one.*

9 **Aim** To form adjectives with prefixes

- Read out the theory box and then give Ss time to complete the task forming adjectives with prefixes.
- Check Ss' answers.

Answer Key

- | | |
|-----------------|--------------------|
| 1 interpersonal | 3 extraterrestrial |
| 2 transformed | 4 premature |

10 **Aim** To present clauses of purpose

- Explain that we use clauses of purpose to express the purpose of an action i.e. why sb does sth. We introduce them with: *to – in order to – so as to – so that + can – for + noun phrase – with a view to + -ing, etc.*
- Explain the task. Ask Ss to read out the examples and then give them time to complete the task.
- Check Ss' answers.

Answer Key

- 1 *He is studying English so as to travel abroad.*
- 2 *Mark is saving hard so that he can buy a car.*
- 3 *The company is interviewing now with a view to hiring new staff.*
- 4 *Everyone stopped working at one o'clock for lunch.*

4c

1 **Aim** To predict the topic of the text; to listen and read for gist

- Read the title of the text aloud and direct Ss' attention to the picture.
- Elicit Ss' guesses as to what the initials stand for.
- Play the recording. Ss listen and follow the text in their books and find out.

Answer Key

I think the initials stand for Artificial Intelligence.

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

- Ask Ss to read the questions 1-4 and the answer choices.
- Allow Ss time to read the text again and complete the task.
- Check Ss' answers.

Answer Key

- | | | |
|-----|-----|-----|
| 1 4 | 2 4 | 3 1 |
|-----|-----|-----|

- Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box.

3 **THINK! Aim** To develop critical thinking skills

Read the question aloud and ask Ss to talk in pairs and then elicit answers from various Ss around the class.

Suggested Answer Key

AI can improve our lives because robots with AI can help us in the workplace and with chores at home. They can also be useful to people that are ill and need help around the house, or be companions to people who are lonely.

4 **Aim** To learn and practise prepositional phrases

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

Answer Key

- | | | | |
|------|------|------|--------|
| 1 on | 2 on | 3 in | 4 with |
|------|------|------|--------|

5 **RNE Aim** To listen for specific information

- Explain the task and ask Ss to read the statements 1-7 and underline what they think are the key words that will help them to complete the task.
- Play the audio and give Ss time complete the task and then check their answers.

Answer Key

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

6 **THINK! Aim** To write a summary of a text

- Read out the **Study Skills** box and explain that this tip will help Ss to complete the task successfully.
- Explain the task and allow Ss time to read the text again and complete the task.
- Ask various Ss to read out their summaries to the class.
- Alternatively, assign the task as HW and ask Ss' to share their answers in the next lesson.

Suggested Answer Key

Para 1: January 2016, Mark Zuckerberg announced he wanted to build an AI assistant to cook, babysit & do jobs in the house.

Para 2: AI (artificial intelligence that machines have) e.g. smartphones that answer questions, computer programs that play chess, in near future cars that drive themselves

Para 3: main goal of research is to make AI behave & think like a person; robots in sci-fi films e.g. TARS in Interstellar can control whole spaceship, talk and make jokes – is this possible?

Para 4: humans have many kinds of intelligence (social, language, problem-solving, etc); hard to program a machine with all this information, so concentrate on one kind of intelligence, e.g. robot Kismet, built by a team at MIT, has social skills – can sense how someone feels from what they do and say; computer program Eugene

Goostman has language skills – people who chat with it online think they're talking to a real person

Para 5: AI still limited but one day we may be able to create a robot with AI that we can really call our friend.

In January 2016, Mark Zuckerberg, announced he wanted to build an AI assistant. He wants this robot to cook, babysit and do various jobs around his house.

We have already got devices with AI, which is the artificial intelligence that machines have. For example, there are smartphones that can answer questions and computer programs that can play chess against a real person. In the near future, there will probably even be cars that can drive themselves.

The main goal of today's AI research is to make something that can behave and think like a person, just like the robots in sci-fi films. For instance, TARS in 'Interstellar' can control a whole spaceship, talk and make jokes, but it's difficult to create this kind of AI in the real world.

The reason for this is that humans have many kinds of intelligence, such as social, language and problem-solving intelligence. It's hard to program a machine with all this information, so scientists usually concentrate on just one kind of intelligence. The robot Kismet, built by a team at MIT, has good social skills. It can sense how someone feels from what they do and say. On the other hand, the computer program Eugene Goostman has great language skills. People who chat with it online think they're talking to a real person!

All in all, AI is still limited, but one day in the future we may be able to create a robot with AI that we can really call our friend.

Background information

Mark Zuckerberg is an American Internet entrepreneur and programmer. He was born in 1984 in New York.

Interstellar (2014) is a science fiction film directed by Christopher Nolan and starring Matthew McConaughey, Anne Hathaway, Jessica Chastain and Michael Caine. It is about a crew of astronauts who travel through a wormhole to find a new planet for people to live on as the Earth is dying. The film contains AI robots and advanced technology.

MIT (Massachusetts Institute of Technology) is a private university in Cambridge, Massachusetts. It was founded in 1861 and specialises in applied science and engineering. It is one of the top universities in the world and 27 MIT alumni have won the Nobel Prize.

4d

1 To present everyday English phrases relating to describing a visit to a show

- Play the audio with pauses for Ss to listen and repeat. Check Ss' pronunciation and intonation.

- Elicit the stressed words.

Answer Key

How was your trip to Moscow?

It was great, thanks!

Did you do anything special?

That sounds awesome!

It is, isn't it?

2 To predict the content of a dialogue; to listen and read for gist

- Elicit Ss' guesses as to what the dialogue may be about based on the sentences in Ex. 1. Play the audio for Ss to listen and read the dialogue and find out if their guesses were correct.

Suggested Answer Key

I think the dialogue is about something special that someone saw or did while on a trip to Moscow.

- Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box.

3 To learn synonymous phrases

Read out the phrases. Refer Ss back to the dialogue and elicit the synonymous ones from various Ss around the class.

Answer Key

That's fantastic! = *That sounds awesome.*

Did you have a nice time in Moscow? = *How was your trip to Moscow?*

I had a fantastic time, thanks. = *It was great, thanks.*

It really is. = *It is, isn't it?*

4 To act out a dialogue

- Ask Ss to take roles and read out the dialogue in pairs. Remind Ss to pay attention to the rhythm of the conversation.
- Monitor the activity around the class and then ask some pairs to read out the dialogue in front of the class.

5 To practise role-playing

- Explain the situation. Tell Ss to use the dialogue in Ex. 2 as a model as well as the ideas provided to complete the task.
- Ss complete the task in pairs. To help Ss draw the following diagram on the board and elicit appropriate phrases Ss should use. Write them on the board. Ss can refer to the diagram while doing the task.

Student A

Student B

Hi ... How was ...?
(Greet B, ask about trip)

Did you do ...?
(Ask what B did)

What's that?
(Ask for details)

That's ... But what ...?
(Comment & ask more)

That's fantastic!
(Comment)

Hi ... It was ...
(Tell A about film)

We went ... My favourite ...
(Respond & give details)

He's the world's ...
(Explain)

Well, the idea ...
(Respond)

It really is.
(Agree)

Suggested Answer Key

A: Hi, Alexei. How was your trip to Saint Petersburg?
B: Hi, Larisa. It was brilliant, thanks.
A: Did you do anything special?
B: We went to a robotics show. My favourite part was the demonstration of ASIMO.
A: What's ASIMO?
B: He's the world's most advanced android. He doesn't have a face, but he's got arms and legs. He can walk around, climb stairs, hop on one foot, and he can even kick a football into a goal!
A: That's impressive, but what is the point of ASIMO?
B: Well, the long-term idea is to make him into a helper for elderly people.
A: That's fantastic!
B: It really is.

6 **Aim** To learn the pronunciation of silent letters

- Play the recording and elicit the silent letters. Then play the recording again with pauses for Ss to repeat either chorally or individually.
- Pay attention to Ss' pronunciation and correct as necessary.

Answer Key

Silent letters: *interesting, awesome, impressive, climb, every, different, foreign, knife, autumn, know, island*

Across Cultures

1 **Aim** To introduce the topic through pictures; to read for specific information

Direct Ss' attention to the pictures and elicit Ss' guesses as to what visitors to these museums can see there. Allow Ss time to read through the texts and find out.

Suggested Answer Key

I think visitors can see historical things in the museum in the first picture because the building looks old-fashioned. I think visitors can see modern technology in the museum in the second picture because it shows a model of a space rocket.

2 **RNE Aim** To read for cohesion and coherence; to practise word formation; to practise verb tenses

- Explain the task. Allow Ss time to read the texts and complete the gaps in the texts with derivatives of the words in brackets or with the correct tense forms of the verbs in brackets.
- Remind Ss to read the completed texts for cohesion and coherence and then check Ss' answers.

Answer Key

1 divides	4 navigation	7 engineers
2 dedicated	5 establishment	8 eventually
3 reliable	6 unusual	9 exhibition

- Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box.

3 **THINK! Aim** To listen for key information; to consolidate information in a text

- Play the recording. Ss listen and follow the text in their books.
- Elicit three things Ss learnt about each museum from various Ss around the class.

Suggested Answer Key

I learnt that the Royal Observatory is located on the 'prime meridian'. I also learnt that it has a planetarium inside and that visitors can touch a real meteorite. I already knew about the Museum of Cosmonautics and Rocket Technology in Saint Petersburg, but I learnt that the building used to house early Russian rocket research. I also learnt that there is a real re-entry vehicle on display at the museum, and that visitors can see a flag that was in the Mir Space Station.

4 **ICT Aim** To write a short text about a museum

- Explain the task and tell Ss they must research online and collect information about a museum in their country. Tell Ss to then make notes under the headings provided and then use their notes to write their text.
- Assign the task as HW and ask Ss to write a short text. They may illustrate it with photos if they wish.

Suggested Answer Key

Name: The Polytechnic Museum

Location: Mira Avenue, Moscow

What to see there: technology from 1872, when the museum was founded, until now; historical objects e.g. mechanical clock from the 19th century, an Eyemo movie camera from the 1920s, a mechanical television from the 1930s; exhibitions, e.g. Sikorsky: Wings of Future about early flying machines; the present in

exhibitions such as *Ideas 2020*, which explains some major scientific projects taking place right now and how they might affect our future

Other interesting facts: one of the oldest science and technology museums in the world; famous for the Big Lecture Hall, where people met to discuss and learn about science; since 2010 the museum is being renovated to bring science to a new generation

The Polytechnic Museum is located on Mira Avenue in Moscow, Russia. It houses examples of technology from 1872, when the museum was founded, until now. The museum has got a large collection of historical objects, such as a mechanical clock from the 19th century, an Eyemo movie camera from the 1920s, and a mechanical television from the 1930s. It also has exhibitions about science and technology in the past, for example Sikorsky: *Wings of Future*, which introduces visitors to early flying machines. The Polytechnic Museum comes right up to the present day, too, in exhibitions such as *Ideas 2020*, which explains some of the major scientific projects taking place right now and how they might affect our future.

The Polytechnic Museum in Moscow is one of the oldest science and technology museums in the world. It's particularly famous for its Big Lecture Hall, where people have met for decades to discuss and learn about science. Since 2010, the museum has been working on a renovation project to bring science to a new generation, so it looks like the Polytechnic will be a place of education and learning for many years to come.

Background information

Greenwich is a district of south east London, England, in the Royal Borough of Greenwich. It is famous for giving its name to the Greenwich meridian (0° longitude) and for Greenwich Mean Time (GMT) both of which happened because the Royal Observatory is there.

The British Empire was all the colonies and lands controlled by the United Kingdom. It started with the overseas trading posts established by England between the late 16th and early 18th centuries and grew to be the largest empire in history. Many former colonies gained independence and became part of the Commonwealth of Nations.

St Petersburg is the second largest city in Russia. Peter the Great founded the city in 1703. It is the cultural capital of Russia and the northernmost city in the world with a population of over one million. It is home to The Hermitage one of the largest art museums in the world.

Mir was a Russian space station that orbited the Earth from 1986 to 2001. It served as a research laboratory and it was the first continuously inhabited long-term research station in orbit and held the record for the longest continuous human presence in space at 3,644 days until 23 October 2010.

CLIL TIME: Biology

1 Aim To introduce the topic and read for specific information

- Ask Ss to look at the diagram and elicit Ss' guesses in answers to the questions. Allow Ss time to read the text and find out.

Suggested Answer Key

The brain is the part of the body shown in the picture. The picture shows that it has got three parts, but I don't know what each part does.

- Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box.

2 Aim To read for cohesion & coherence

- Ask Ss to read the parts of sentences 1-7 and then to read the text again and use them to fill the gaps A-F.
- Check Ss' answers.

Answer Key

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

3 Aim To consolidate information in a text

Read out the questions. Play the recording and elicit the answers from Ss around the class.

Answer Key

*The cerebrum controls movement and thought.
The cerebellum controls balance.
The brain stem controls heartbeat and signals between different parts of the brain.*

4 Aim To read for comprehension; to consolidate information in a text

- Allow Ss time to read the text again if necessary and refer to the diagram.
- Then ask Ss to ask and answer the questions in pairs.
- Elicit answers from various Ss around the class.

Answer Key

- 1 *The brain controls the body by sending signals through the nerves to the part of the body it wants to move.*
- 2 *The cerebrum is the largest part of the brain.*
- 3 *Neurons are nerve cells. The brain contains about 86 billion neurons.*

5 **Aim** To make a model of a brain; to present the brain

- Assign the task as HW and ask Ss to work in groups and make a model of the brain following the diagram, and using plasticine.
- Then in the next lesson, ask Ss to present the brain to the class and explain all the parts and functions.

Suggested Answer Key

This is model of a human brain. As you can see, it has got three parts. The largest part here, on the top, is called the cerebrum. It is where we make decisions to move our body. The cerebrum is covered with a layer of 'grey matter', only a few millimetres thick, where all our thinking happens. The second part of the brain, the cerebellum, is here at the back. It makes sure the decisions made by the cerebrum are carried out correctly, and it also controls movements we don't think about, like keeping our balance. The brain stem is the third part of the brain, here at the bottom. It makes sure the basic functions of our body, like heartbeat, are working. It also tells the brain when we feel hungry, thirsty, hot or cold. In addition, it makes sure the signals from our body get to the right part of our brain, and then back to our body again.

6 **ICT** **Aim** To prepare a quiz on the brain

- Divide Ss into groups and assign the task as HW. Tell Ss to use the Internet to collect information on the brain and write a quiz.
- In the next lesson ask various groups to swap quizzes and try to answer the questions.

Suggested Answer Key

- keeps growing until 20 years old
- adult brain weighs 1.5 kg
- makes up about 2% of body weight but uses 20% of body's energy
- some animals have heavier brains, e.g. blue whale and elephant about 5 kg, but front of human brain (intelligence and personality) larger than any other animal's, including the dinosaurs!
- left side – problem solving and Maths; right side – art and music

- 1 At what age does your brain stop growing?
A 12 years **(B)** 20 years
- 2 How much does an adult brain weigh?
(A) 1.5 kg B 500 g
- 3 The brain makes up about 2% of our body weight, but what percentage of the body's energy does it use?
A 10% **(B)** 20%
- 4 Which creature has a heavier brain?
(A) a blue whale B a human
- 5 The front of the brain is responsible for intelligence and personality. In which creature is this part of the brain the largest?
A an elephant **(B)** a human

- 6 What is the left side of the brain better at?
A art and music **(B)** problem-solving and Maths

Writing

1 **Aim** To read for content

Ask Ss to read the rubric and the model in Ex. 2 and then elicit what each paragraph is about.

Answer Key

*Paragraph A is an introduction to the topic and includes the writer's opinion.
Paragraph B gives examples of how television can be beneficial, supporting the writer's opinion.
Paragraph C gives examples for the counter-argument that television can be harmful.
Paragraph D is an explanation of why the writer disagrees with the counter-argument.
Paragraph E is a conclusion where the writer restates his/her opinion.*

2 **Aim** To substitute linkers for appropriate alternatives

- Direct Ss' attention to the underlined linking words/phrases in the article and give Ss time to read the **Useful Language** box of linking words/phrases and make suitable substitutions.
- Check Ss' answers.

Suggested Answer Key

*Firstly – To begin with
Secondly – Furthermore
for example – for instance
In addition – Also
such as – in particular
For instance – For example
In conclusion – All in all
I think that – I believe*

5 **RNE** **Aim** To write comment on the data in the pie chart and give S's opinion

- Direct Ss to the plan and give them time to complete the task using their answers to Ex. 4a. Remind Ss to use appropriate linking words/phrases.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Exam Practice 4

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

- Explain the task and ask Ss to read the first paragraph and look at the underlined words. Then

ask Ss to read the sentences A and B and decide which one best summarises the paragraph.

- Check Ss' answer.

Answer Key

B

b)  To prepare for a reading task



Ask Ss to read the headings in Ex. 2 and choose the one that best matches paragraph A. Check Ss' answer and elicit how the underlined words helped.

Answer Key

3

Suggested answer

*The underlined words helped me decide because:
 'it's there' = 'keeps something in mind'
 'it's gone' = 'not big enough' 'short-term' 'for a few minutes', 'we forget it'*

2   To read for key information


- Explain the task and ask Ss to read the text and match the headings to the paragraphs.
- Check Ss' answers.

Answer Key

<i>Text</i>	A	B	C	D	E	F	G
<i>Heading</i>	3	8	6	4	7	1	5

3  To read aloud

Ask various Ss around the class to read out the passage. Assist with pronunciation as necessary.

4  To assess reading and pronunciation competence

Play the recording and then elicit comparisons of Ss' performance in the reading aloud task and the S in the recording from various Ss around the class.
 (Ss' own answers)

Module

5

Arts & Culture

Topic	
In this module students will explore the topics of arts and culture, and famous people.	
Module page	53
Lesson objectives: Overview of the module, to introduce key vocabulary	
Vocabulary: Famous people (<i>painter, actor/actress, president, physicist, singer, footballer, computer programmer & businessman</i>)	
5a	54-55
Lesson objectives: To read for specific information, to learn phrasal verbs with <i>take</i> , to form people nouns from verbs/nouns, to talk about a writer, to write an email describing a writer	
Vocabulary: Verb (<i>imprison, publish</i>); Phrasal verbs (<i>take after/on/over/up</i>); Nouns (<i>debt, employment, boot polish, factory, law clerk, schedule, living conditions</i>); Adjectives (<i>self-taught, rigid, educational</i>)	
5b	56-57
Lesson objectives: To learn the passive, the causative, reflexive pronouns and clauses of result, to talk about a film	
5c	58-59
Lesson objectives: To read for specific information, to learn prepositional phrases, to listen for specific information, to talk about an event, to write an email describing an event	
Vocabulary: Verbs (<i>attract, pretend, lip-sync</i>); Phrasal verb (<i>look out for</i>); Nouns (<i>reality, mime, figure skating, continent</i>); Adjectives (<i>animated, imaginary, bizarre, recorded, magical</i>); Past participle (<i>permitted</i>); Phrases (<i>thanks to, take seriously, out loud</i>)	
5d	60
Lesson objectives: To learn how to describe a film, to act out a dialogue, to pronounce /ju:/, /u:/	
Vocabulary: Nouns (<i>battle, special effects, cast, lineup</i>); Adjective (<i>definitely</i>); Sentences (<i>I think it was the best fantasy film ever. What did you think of the cast? How about the music? The acting was brilliant. It was a bit boring and slow at times. If you like fantasy films, you shouldn't miss it!</i>)	
Across Cultures	61
Lesson objectives: To practise word formation, to read for cohesion & coherence, to listen and read for key information, to talk about festivals, to write about a festival from your country	
Vocabulary: Verbs (<i>hold, lead, symbolise, request</i>); Nouns (<i>playwright, parade, birth, leader, marching band, grave, mayor, display, legacy, fountain, closing ceremony, splendour, backdrop</i>); Adjective (<i>solemn</i>); Phrase (<i>heart racing</i>)	
CLIL TIME: Science	62
Lesson objectives: To read & listen for specific information, to read for key information, to read for order of events, to give a monologue on how we hear	
Vocabulary: Verbs (<i>bark, collect, hit, vibrate, bump</i>); Nouns (<i>car horn, wave, outer ear, ear canal, eardrum, bone, hammer, anvil, stirrup, cochlea, liquid, nerve, brain</i>); Phrases (<i>curved tube, snail shell, create signals</i>)	
Writing	63
Lesson objectives: To read and analyse a rubric, to read for structure and content, to read for specific information, to talk about your favourite album, to write an email reviewing a music album	
Exam Practice 5	64
Lesson objectives: To provide extra practice for the RNE exam, to listen for specific information, to read for cohesion and coherence, to practise grammar structures, to talk about photographs	

►► **What's in this module?**

Read out the title of the module *Art & Culture* and ask Ss to suggest what they think it means. Go through the topic list and stimulate a discussion to prompt Ss' interest in the module.

Find the page numbers for

- Explain/Elicit the meaning of any unknown words, then Ss find the page numbers for the items listed.
- Ask questions to check Ss' understanding.

Answer Key

an email (p. 63)

How often do you write emails to your friends?

Do you prefer to write emails or letters? Why?

a film poster (p. 60)

What film is it from? Have you seen this film?

Did you like it? What is your favourite film?

a diagram of the ear (p. 62)

Have you seen a diagram like this before? Have you learnt about how we hear in school?

Vocabulary

1 **Aim** To present famous people & jobs

- Draw Ss' attention to the pictures (1-7) and ask various Ss to read out the name and country for each person.
- Read out the list of professions and explain/ elicit the meaning of any unknown words.
- Read out the example and then elicit similar sentences for each of the people in the pictures.

Answer Key

2 *Albert Einstein was a German physicist.*

3 *Abraham Lincoln was an American president.*

4 *Cristiano Ronaldo is a Portuguese footballer.*

5 *Brad Pitt is an American actor and Angelina Jolie is an American actress.*

6 *Shakira is a Colombian singer.*

7 *Bill Gates is an American computer programmer and businessman.*

2 **Aim** To present famous people

- Explain the task and read out the example. Go through the *Study Skills* box and explain that this tip will help Ss to complete the task successfully.
- Ask various Ss around the class to present a famous person to the rest of the class, following the example.

Suggested Answer Key

2 *Albert Einstein was a German physicist. He was born in 1879. He died in 1955.*


3 *Abraham Lincoln was an American president. He was born in 1809 and he died in 1865.*

4 *Cristiano Ronaldo is a Portuguese footballer. He was born in 1985.*

5 *Brad Pitt is an American actor. He was born in 1963. Angelina Jolie is an American actress. She was born in 1975.*

6 *Shakira is a Colombian singer. She was born in 1977.*

7 *Bill Gates is an American businessman. He was born in 1955.*

1  **To predict the content of the text and read for gist**

- Ask Ss to look at the picture and elicit who it shows (Charles Dickens). Ask Ss if they know what his first novel was and then give Ss time to read through the text and find out.

Suggested Answer Key

It is Charles Dickens. His first novel was 'The Pickwick Papers'.



2   **To read for specific information**

- Explain that for each gap in the text there are four options to choose from for the missing word.
- Ask Ss to read the text and choose the correct word for each gap.
- Allow Ss time to compare their answers with their partner.
- Check Ss' answers.

Answer Key

1 2 3 3 5 1 7 3
2 2 4 1 6 1


- Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box.

3   **To consolidate information in a text**

Ask Ss to read the questions (1-5) and allow them time to answer them in their own words referring to the text as necessary.

Suggested Answer Key

- 1 *Charles Dickens was born in Portsmouth, England.*
- 2 *He was one of eight children.*
- 3 *As a student, he worked in a boot polish factory and after he finished school he worked as a law clerk and then as a journalist.*
- 4 *The fact that he always wrote from 9 in the morning until 2 pm and he produced 2,000 words a day.*
- 5 *He wanted to improve social and living conditions in Victorian England.*

4  **To consolidate information in a text; to develop critical thinking skills**

Allow Ss some time to consider their answers and then ask various Ss to tell the class.

Suggested Answer Key

Dickens remains a great writer even today because his novels are educational and entertaining. They give us an


interesting look into the lives of different people from different social classes in Victorian England. His books are still popular and many of them are also films and TV series.

5  **To consolidate vocabulary from a text**

- Explain the task and give Ss time to complete it referring back to the text as necessary.
- Check Ss' answers.

Answer Key


1 *novels* 5 *works, masterpiece*
2 *Living* 6 *debt*
3 *published* 7 *remains*
4 *characters* 8 *roughly*

6  **To present and practise phrasal verbs with take**

- Read out the box with the phrasal verbs and their definitions.
- Then give Ss time to use them to complete the sentences.
- Check Ss' answers.

Answer Key

1 *after* 2 *up* 3 *over* 4 *on*

7  **To learn how to form people nouns from verbs/nouns**

- Read out the theory box and elicit further examples from various Ss around the class.
- Explain the task and allow Ss time to complete it and then check their answers.

Answer Key

1 *writer* 4 *artist, mathematician*
2 *actor* 5 *president*
3 *salesperson*

8   **To present Dickens to the class**

- Explain the task and ask Ss to copy the headings into their notebooks.
- Play the recording. Ss listen and follow the text in their books and make notes under each heading.
- Then ask various Ss around the class to present Dickens to the class using their notes.

Suggested Answer Key

Name: *Charles Dickens*

Place/date of birth: *Portsmouth – February 7, 1812*

Early years: *came from a poor family/father in prison for debts/worked in a boot polish factory/managed to go to school/mostly self-taught*

Achievements: *worked as a law clerk/became a journalist/published novels/his novels were successful*

What special about his books: *he made people aware of social problems in an amusing way/still a great writer*

Place/date of death: *Kent – June 9, 1870*

Charles Dickens was born in Portsmouth on February 7, 1812. He came from a poor family. His father went to prison for debt and so Dickens worked in a boot polish factory to earn money. He managed to go to school for a while but he was mostly self-taught. Later, he worked as a law clerk and then he became a journalist. He published many novels and they were successful. People liked his books because he made people aware of social problems in an amusing way. People still think he is a great writer today. He died in Kent on June 9, 1870.

9 **Aim** To write an email about your favourite writer

- Explain the task and allow Ss time to write their emails following the directions and using the skeleton to help them either in class or as HW.
- Ask various Ss to read out their emails to the class.

Suggested Answer Key

Dear Judy,
 My favourite writer is Mark Twain whose real name is Samuel Langhorne Clemens. He was born in Florida, Mo., USA on November 30, 1835. He went to a private school. At the age of 13, he had to leave school and find a job as a printer's apprentice after his father died of pneumonia. Later he became a printer, an editorial assistant and even a river pilot. In fact, that's when he came up with his pen name, which means 'safe to navigate'. His best book, in my opinion, is 'The Adventures of Tom Sawyer'. It's about the life of a boy that lives close to the Mississippi River in St. Petersburg, Missouri. I like Mark Twain because his writing is humorous and realistic.
 Write soon.
 Mary

5b

1 **Aim** To present the passive

- Read the table aloud and explain how we form the passive voice (*the verb 'to be' + past participle of the main verb*).
- Explain that we use the passive to talk about actions when the person who does the action is unknown, unimportant or obvious from the context; when the action is more important than the person who does it; in formal situations (e.g. on signs, etc).
- Elicit which sentence emphasises what happened.

Answer Key

The second sentence emphasises what happened to Dickens. It is a passive sentence. The first sentences emphasises who (Dickens) did it.

2 **Aim** To practise the passive

- Read the theory box aloud. Go through the different tense forms of the passive and read out the examples.

- Explain how we turn an active sentence into a passive one using the examples in the table.
- Allow Ss time to complete the table and then check their answers.

Answer Key

1 is	4 being	7 be
2 being	5 has	8 be
3 was	6 had	9 be

3 **Aim** To 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

- 'Mamma Mia!' was written by Catherine Johnson.
- The film has been bought on DVD by millions of people.
- The film will be produced by Brad Pitt.
- The doors of the theatre are opened every night at 7 pm.
- The film had been seen by journalists before it reached the cinemas.
- The artwork has to be viewed from above.
- Bilbo Baggins in 'The Hobbit' was played by Martin Freeman.
- The film can be watched in 3D at the Odeon.
- An action scene was being filmed by the director at 8 pm yesterday.

4 **Aim** To practise the passive using *with* or *by*

- Explain the task and read out the theory box.
- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

- 1 by 2 with 3 with 4 by 5 by

5 **Aim** To practise the passive

- Ask Ss to read the newspaper headlines and then give Ss time to complete the task and then check Ss' answers.

Answer Key

- CCTV cameras will be (/are to be) installed in more museums.
- Shakespeare's Othello was given great reviews by critics.
- The theatre is visited by 63% of people in our country each year.
- The first night of the new musical was reviewed as a success.
- 7 films were released by New Line Cinema in 2015.

6 **Aim** To present the causative

- Read out the sentences and explain that we form the causative with *have + object + past participle*

and that we use the causative to talk about when we have something done for us by someone else.

- Elicit which of the two sentences suggests that someone else does something for someone.

Answer Key

2 – Someone else is painting the picture, not Ben.

7 Aim To practise the causative

- Explain the task and give Ss time to complete it, then check Ss' answers.

Answer Key

- 1 He is going to have his novel published.
- 2 Maggie regularly has her locks changed by a locksmith.
- 3 The police are having a handwriting expert check the document.
- 4 They have a security firm guard the gallery.
- 5 Brian has had his car stolen (by a thief).

8 Aim To present/practise reflexive pronouns

- Read out the theory box and explain that we use reflexive pronouns to emphasize the pronoun in a sentence and with certain verbs (*behave, burn, cut, etc*) when the verb and the object of the sentence are the same.
- Explain the task and give Ss time to complete it and then check Ss' answers.

Answer Key

- | | | |
|-----------|--------------|-----------|
| 1 herself | 3 yourself | 5 himself |
| 2 myself | 4 yourselves | |

9 Aim To present and practise clauses of result

- Go through the theory table and read the examples aloud.
- Explain the task and give Ss time to complete it and then check Ss' answers.

Answer Key

- | | | |
|--------|--------|--------|
| 1 so | 3 so | 5 such |
| 2 such | 4 such | 6 so |

10 Aim To practise the passive

- Explain the task and read out the example exchange.
- Ask Ss to complete the task in closed pairs. Monitor the activity around the class and then ask some pairs to ask answer questions using the passive in front of the class.

Suggested Answer Key

- A: What was it called?
 B: It was called 'The Lord of the Rings'.
 A: Where was it set?
 B: It was set in Middle Earth.
 A: Where was it filmed?
 B: It was filmed in New Zealand.

- A: Who was it directed by?
 B: It was directed by Peter Jackson.
 A: When was it released?
 B: It was released in three parts in 2001, 2002 and 2003.
 A: What is it about?
 B: It is about a quest by a group of friends to save Middle Earth from the Evil Sauron.

5c

1 Aim To predict the topic of the text; to listen and read for gist

- Read the title of the text aloud and direct Ss' attention to the picture.
- Elicit Ss' guesses as to what the text might be about.
- Play the recording. Ss listen and follow the text in their books and find out.

Answer Key

The text is about a special competition, which is for playing air guitar. It is the world championship.

2 RNE Aim To read for specific information

- Ask Ss to read the questions (1-4) and the answer choices.
- Allow Ss time to read the text again and complete the task.
- Check Ss' answers.

Answer Key

- | | | | |
|-----|-----|-----|-----|
| 1 2 | 2 1 | 3 3 | 4 1 |
|-----|-----|-----|-----|

- Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box.

3 Aim To introduce true friends

- Read out the **Study Skills** box and explain that this tip will help Ss to complete the task successfully.
- Elicit true friends from the text from various Ss around the class.

(Ss' own answers)

4 THINK! Aim To express a personal opinion

- Read the question aloud and elicit answers from various Ss around the class.

Suggested Answer Key

This competition sounds like lots of fun. I imagine it must be great to be on stage doing it. I would love to try it. I think I might be very good at it because I love dancing and rock music.

5 **Aim** To learn and practise prepositional phrases

Explain the task and give Ss some time to complete it, then check Ss' answers.

Answer Key

1 on 2 for 3 of 4 in 5 to

6 **RNE Aim** To listen for specific information

- Explain the task and ask Ss to read the statements (1-7) and underline what they think are the key words that will help them to complete the task.
- Play the audio and give Ss time complete the task and then check their answers.

Answer Key

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

2 **Aim** To talk about the Air Guitar World Championships

- Ask Ss to ask and answer questions in pairs about the text in Ex. 1.
- Monitor the activity around the class and then ask some pairs to ask and answer questions in front of the class.

Suggested Answer Key

A: *When did it start?*

B: *It was first held in 1996 as part of the Oulu Music Video Festival.*

A: *What happens in the competition?*

B: *The performers pretend to play an imaginary electric guitar while rock or heavy metal music plays in the background.*

A: *What are the rules of the competition?*

B: *The performers have to perform on stage twice. They choose one piece of music themselves. The judges then choose a 'secret' piece which they have to perform to. Each performance lasts for one minute. No one else can be on stage at the same time as the performer. They can sing or lip-sync but they cannot play another instrument like air drums or air piano.*

A: *How are the performances judged?*

B: *The scoring system is like the one used in figure skating. The judges give each performer a score between 4.0 and 6.0. The judges look at the performer's costume. They also look at how much it looks like they are playing a real guitar. They also give marks for how excited the performers can get the audience.*

A: *How do you feel about the competition?*

B: *I think it is an excellent idea for a competition. I think I could do it, and I would like to take part.*

8 **THINK! Aim** To write an email about an event

- Explain the task and allow Ss time to complete the task including all the points in the rubric.
- Ask various Ss to read out their emails to the class.

- Alternatively, assign the task as HW and ask Ss to share their answers in the next lesson.

Suggested Answer Key

Hi Paul,

Guess what! Last week I was in Oulu, Finland and I attended the Air Guitar World Championships.

The performers have to play air guitar twice, for a minute each time. They play first to a piece of music they choose, and then to a 'secret' piece that the judges give them. They can sing or lip-sync if they want. The judges give marks for their costumes, for how realistically they play the air guitar and for how excited the audience get.

I was very excited to see it, and I am inspired to try to get into the competition next year. Do you want to try it too?

Write soon

Markus

Background information

Oulu is a city on Northern Ostrobothnia in Finland. It has a population of almost 200,000 people. It is known as a 'living lab' because the people who live there experiment with the latest technology. Many artists, writers, and musicians live in the city and a variety of concerts and other cultural events take place here every year.

Finland (the Republic of Finland) is a Scandinavian country in Northern Europe. The capital city is Helsinki and it has a population of 5.4 million people. It has borders with Sweden, Norway and Russia.

5d

1 **Aim** To present everyday English phrases relating to describing a film

Play the audio with pauses for Ss to listen and repeat. Check Ss' pronunciation and intonation.

2 **Aim** To predict the content of a dialogue

- Read the rubric aloud and elicit Ss' guesses as to what the dialogue may be about.
- Play the audio for Ss to listen and check if their guesses were correct.

Answer Key

The dialogue is a review of a fantasy film, 'The Hobbit'.

- Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box.

3 **Aim** To read for specific information

- Ask Ss to copy the table into their notebooks and then give them time to read the dialogue again and complete the table.
- Check Ss' answers on the board.

Answer Key

Type	fantasy
Special effects	great
Acting	brilliant
Music	boring and slow
Recommendation	You shouldn't miss it

4 **Aim** To learn synonymous phrases

Read out the phrases. Refer Ss back to the dialogue and elicit the synonymous ones from various Ss around the class.

Answer Key

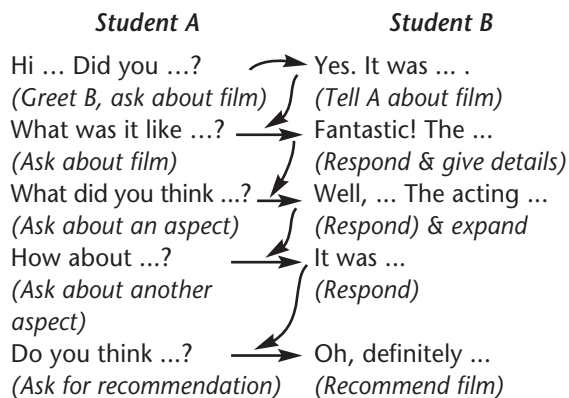
The cast put on an excellent performance. = *The acting was brilliant!*

What was the music like? = *How about the music?*

Do you recommend it? = *Do you think I should go and see it?*

5 **Aim** To practise role-playing

- Explain the situation. Tell Ss to use the dialogue in Ex. 2 as a model as well as the ideas provided to complete the task.
- Ss complete the task in pairs. To help Ss, draw the following diagram on the board and elicit appropriate phrases Ss should use. Write them on the board. Ss can refer to the diagram while doing the task.



Suggested Answer Key

A: Hi Sarah! Did you enjoy the latest 'Star Wars' film you went to see last night?

B: Yes. It's called 'Star Wars: The Force Awakens'. It's the first part of the third trilogy. I think it was the best science fiction film ever.

A: What was it like in 3D?

B: Incredible! The special effects were so realistic, it was like being in space.

A: What about the cast?

B: Well, Daisy Ridley played Rey, and John Boyega played Finn, and the acting was excellent.

A: What was the music like?

B: The music was fantastic.

A: So do you think I should see it?

B: Oh, definitely! You shouldn't miss it, it's the best film ever!

6 **Aim** To learn the pronunciation of /ju:/, /u:/'

- Play the recording with pauses for Ss to repeat either chorally or individually.
- Pay attention to Ss' pronunciation and correct as necessary.

Across Cultures

1 **Aim** To the topic through pictures; to examine prior knowledge; to read for gist

- Direct Ss' attention to the pictures and elicit what, if anything, they know about Shakespeare and Peter the Great.
- Elicit Ss' guesses as to how the texts may be related and then allow Ss time to read through the texts and find out.

Suggested Answer Key

Shakespeare was an English playwright. He wrote famous plays like Romeo and Juliet, and Macbeth. He was born in Stratford-upon-Avon in England.

Peter the Great was a Russian Tsar. He is famous for bringing many cultural reforms to Russia.

The texts are both about places and cultures connected to these famous people.

2 **RNE Aim** To read for cohesion and coherence; to practise word formation; to practise verb tenses

- Explain the task. Allow Ss time to read the texts and complete the gaps in Text A with derivatives of the words in brackets, then complete the gaps in Text B with the correct tense forms of the verbs in brackets.
- Remind Ss to read the completed texts for cohesion and coherence and then check Ss' answers.

Answer Key

A 1 famous 3 contribution 5 celebration
2 colourful 4 leader 6 competitions

B 1 requested 4 are switched 7 sets
2 was built 5 is known
3 is 6 listening

- Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box.

3 To read and listen for key information

- Ask Ss to copy the headings into their notebooks and then play the audio. Ask Ss to listen and read the texts and make notes under the headings.
- Check Ss' answers around the class.

Suggested Answer Key

Name of Celebration: Shakespeare's Birthday

Time of Year: 23rd April

Place: Stratford-upon-Avon

Reason: celebrate Shakespeare's life, work and legacy

Activities: colourful parade, local teenager carrying quill, people in traditional costumes, marching bands, put flowers on grave, concerts, dancing displays

Name of Celebration: the Festival of Fountains

Time of Year: September

Place: Peterhof

Reason: closing ceremony before the fountains are switched off for winter

Activities: watch fountains and professional firework display, listen to classical music

4 To present two festivals

Ask various Ss to use their notes to present the festivals to the class.

Suggested Answer Key

Shakespeare's Birthday takes place on 23rd April in Stratford-upon-Avon in the UK. It is a festival that celebrates Shakespeare's life, work and legacy. The activities include a colourful parade in which a local teenager carries a quill, people wear traditional costumes and marching bands play music. People also put flowers on Shakespeare's grave and there are concerts and dancing displays.

The Festival of Fountains takes place every September at Peterhof Palace in Russia. It is the closing ceremony before the fountains are switched off for winter. People watch the fountains and a professional firework display and listen to classical music.

5 To write a short article about a festival

- Explain the task and tell Ss they must research online and collect information about a local cultural festival. Tell Ss to then make notes under the headings in Ex. 3 and then use their notes to write their article.
- Assign the task as HW and ask Ss to write a short article and illustrate it with photos.

Suggested Answer Key

Ivan Kupala Day

The Russian mid-summer festival called Ivan Kupala Day takes place between July 6th and 7th every year. It is also known as Kupala Night. It is celebrated all over Russia and other Slavic countries. It is a celebration of the summer solstice and of St John the Baptist, on whose day it falls. Girls collect flowers and ferns and make wreaths with them which they wear on their heads. At night the wreaths are decorated with candles and then floated down the river. People build bonfires and jumping over them brings luck. There are also firework displays which add to the excitement.

Background information

Stratford-upon-Avon is a market town in Warwickshire in England. It is famous as the birthplace of William Shakespeare and around 4.9 million people visit it every year.

William Shakespeare (1564-1616) was a poet, playwright and actor. He is said to be the greatest dramatist in the world and the best writer in the English language. His works include 38 plays and 154 sonnets and much more. Some of his plays are *Hamlet*, *Midsummer Night's Dream*, *The Merchant of Venice*, *Othello* and *Romeo and Juliet*.

CLIL TIME: Science

1 To listen and read for specific information

- Ask Ss to read the statements (1-4) and decide which one is incorrect.
- Play the recording. Ss listen and follow the text in their books and check if their guesses are correct.

Answer Key

4 (They hear better than us.)

- Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box.

2 To read for key information

- Ask Ss to read the sentences (1-5) and then to read the text again and put the sentences into the correct order.
- Check Ss' answers and then allow Ss time to look up the words in bold in their dictionaries. Elicit the definitions from Ss around the class.

Answer Key

3 **Sound waves hit our eardrum.**

5 **The little bones start moving.**

1 **Sound enters the cochlea.**

- 2 The liquid in the cochlea moves the nerves.
- 4 The nerves send signals to our brains.

Suggested Answer Key

car horn (phr) = a device on a car for making a warning noise

wave (n) = surge

outer ear (phr) = the part of the ear that can be seen outside the head

collect (v) = to gather; to accumulate

ear canal (phr) = the narrow, tube-like passage through which sound enters the ear

hit (v) = to deal a blow to sb/sth; to strike

eardrum (n) = a thin, tightly stretched piece of tissue in the ear that vibrates

vibrate (v) = to (cause to) move back and forth rapidly

bone (n) = one of many structures that make up the skeleton

hammer (n) = a hand tool with a handle and a heavy steel or wooden head

anvil (n) = a heavy iron block on which metals are hammered during forging

stirrup (n) = either of two metal loops on a riding saddle

bump (v) = to knock or strike with a jolt

enter (v) = to go into a place

cochlea (n) = the spiral tube that forms part of the internal ear

curled tube (phr) = a curved or spiral hollow and cylindrical object

snail shell (phr) = the spirally coiled hard outer covering of a mollusc (snail)

nerve (n) = one of many thin fibres that carry messages between the brain and other parts of the body

create (v) = to make or bring sth into existence

brain (n) = the organ inside the skull that controls your body and thoughts

3  **To consolidate information in a text**

- Explain the task and give Ss time to study the diagram and read through the text again to complete the labels.
- Check Ss' answers.

Answer Key

- | | |
|-----------|-----------|
| 1 eardrum | 3 cochlea |
| 2 stirrup | 4 nerve |

4  **To give a monologue**


- Allow Ss time to read the text again if necessary and refer to the diagram.
- Then ask individual Ss to come up in front of the class and explain how we hear using the beginning provided.
- Record Ss' monologues and give feedback.

Suggested Answer Key

Sound travels in waves and these are collected in the outer ear. Then they go through the ear canal and hit

the eardrum which vibrates. This moves some little bones in our ears called the hammer, the anvil and the stirrup which bump against each other and move the sound along into the cochlea. This is a curved tube that looks like a snail shell. The sound waves move to the nerves here that create signals to tell the brain what we can hear.


Writing

1  **To analyse a rubric**

- Ask Ss to read the rubric and find and underline the key words.
- Check Ss' answers.

Answer Key

Keywords: email, favourite album, what ... you like, think of the songs, seen the band or singer live, music concert

2 a)  **To read for structure and content**

- Give Ss time to read the email and then elicit which paragraph(s) mention(s) the items listed.
- Check Ss' answers.

Answer Key


Paragraph 2

b)  **To read for specific information**

Ask Ss to read the email again and elicit the answer to the question.

Answer Key

She likes that it is upbeat and has catchy tunes. She likes Estelle's powerful voice.

3  **To talk about your favourite album**

- Ask Ss to read through the box of phrases and explain or elicit the meanings of any unknown words.
- Then ask Ss to talk in pairs about their favourite music album using the phrases.
- Ask some Ss to tell the class.

Suggested Answer Key

My favourite music album is 'Sometimes I Sit and Think, and Sometimes I Just Sit' by the Australian indie singer Courtney Barnett. This music album was recorded in 2015. I like it because the lyrics are great. The sound is cool. You really must listen to it.

4  **AIM To write an email reviewing a music album**

- Direct Ss to the plan and give them time to complete the task using their answers to Ex. 3.

- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

Hi Martin,
 Thanks for your email. It's good to hear from you. I'm glad you are still enjoying live music.
 My favourite music album is 'Sometimes I Sit and Think, and Sometimes I Just Sit' by the Australian indie singer Courtney Barnett. The music album was recorded in 2015. I like it because the lyrics are great. The sound is cool and laid-back. The best song is Elevator Operator, because it is funny. You really must listen to it. I have never seen her live, but I think she is coming next year to my town, and I plan to get tickets for her concert.
 Did you like the concert you went to last week? Was there more than one band playing? What was the best thing about the concert?
 I have to go now, my mum needs me.
 Write soon,
 Charlotte

Exam Practice 5

1 RNE Aim To listen for specific information and match statements to speakers

- Explain the task and ask Ss to read the statements (A-G). Play the audio. Ss listen and complete the task.
- Check Ss' answers.

Answer Key

A T C NS E NS G T
 B T D F F F

2 Aim To prepare for a reading task

- Ask Ss to read the sentences and decide what is missing by choosing from the options a or b and then completing the gaps.
- Check Ss' answers.

Answer Key

1 b was told
 2 a herself

3 RNE Aim To read for cohesion and coherence; to practice grammar structures

- Explain the task and ask Ss to read the text and complete the gaps with the correct form of the words in brackets.
- Check Ss' answers.

Answer Key

1 was made 3 to make 5 felt
 2 himself 4 playing 6 was watching

4 Aim To prepare for a speaking task

- Ask Ss to look at the photograph and then read the answers (1-5) and the questions (A-E).
- Give Ss time to match the questions and answers and then check their answers.

Answer Key

1 B 2 D 3 E 4 C 5 A

5 RNE Aim To ask direct questions to get more information

Module

6

Food & Health

Topic	
In this module students will explore the topics of healthy living and festive foods.	
Module page	65
Lesson objectives: Overview of the module, to introduce key vocabulary	
Vocabulary: Healthy living (<i>cook your own meals, not be addicted to the Internet, not consume too much caffeine, follow a balanced diet, keep hydrated, not smoke, not eat sugary foods, go hiking, keep fit, get sufficient sleep, not eat junk food, have good personal hygiene</i>)	
6a	66-67
Lesson objectives: To read for key information, to talk about food festivals, to write a festival calendar	
Vocabulary: Cooking methods (<i>baked, roast, boiled, fried, grilled, raw, mashed, steamed, scrambled</i>); Foods (<i>eggs, potatoes, fish, chicken, vegetables, rice, lamb</i>); Verbs (<i>celebrate, line, last</i>); Nouns (<i>poet, main course, oatmeal, garland, bonfire, hotdog, corn on the cob, population, rhythm, stall, ash</i>); Adjectives (<i>stuffed, funky, unique, sticky</i>); Phrase (<i>early hours</i>)	
6b	68-69
Lesson objectives: To learn the (to) infinitive/-ing forms, to learn the tenses of the (to) infinitive/-ing form, to form compound nouns, to learn Reported speech (statements/questions/commands/requests/suggestions/orders), to learn modal verbs in Reported speech	
6c	70-71
Lesson objectives: To read for cohesion & coherence, to learn phrasal verbs with <i>put</i> , to learn prepositional phrases, to listen for specific information, to talk about the benefits of exercise, to write an email giving advice	
Vocabulary: Verbs (<i>lower, boost</i>); Phrasal verbs (<i>give up, put aside/away/off/on/up with</i>); Nouns (<i>pressure, temptation, benefit, diabetes, heart disease, endorphins, epinephrine, brain cells</i>); Phrases (<i>change moods, spotty face, physical health, burn fat, build muscle, fight stress, concentration levels</i>)	
6d	72
Lesson objectives: To learn how to order breakfast, to act out a dialogue, to pronounce /ou/	
Vocabulary: Noun (<i>filling</i>); Adjectives (<i>special, plain</i>); Phrase (<i>full English</i>)	
Across Cultures	73
Lesson objectives: To read for cohesion & coherence, to practise word formation, to compare breakfast habits of two countries, to write about typical lunches in Russia and the UK	
Vocabulary: Nouns (<i>fried eggs, bacon, sausages, baked beans, toast, pudding, mushroom, Brit, porridge, cereal, jam, marmalade, pancake, honey, cottage cheese, treat, open sandwich, slice</i>); Phrase (<i>buttered toast</i>)	
CLIL TIME: Biology	74
Lesson objectives: To read for specific information, to read for cohesion & coherence, to give a presentation about muscles	
Vocabulary: Verbs (<i>depend, breathe, digest, vary, attach, kick, require, contract, beat</i>); Nouns (<i>muscle, bundle, nerve, hormone, thigh, bone, digestive system, pupil</i>); Adjectives (<i>smooth, cardiac, skeletal, voluntary, tiny, involuntary</i>); Phrases (<i>elastic tissue, internal organ, pump blood</i>)	
Writing	75
Lesson Objectives: To read for specific information, to read for content and structure, to write a for-and-against essay	
Vocabulary: Linking words to list points (<i>firstly, first, to start/begin with, secondly, furthermore, moreover, in addition, lastly, finally</i>); To introduce justifications/examples (<i>for example/instance, to give an example, such as, like, especially, in particular</i>); To contrast (<i>on the other hand, however, nevertheless, but, although, while</i>); To conclude (<i>all in all, on the whole, all things considered, in conclusion</i>)	
Exam Practice 6	76
Lesson objectives: To provide extra practice for the RNE exam, to read for gist, to read for cohesion & coherence and lexico-grammatical correctness	

►► **What's in this module?**

Read out the title of the module *Food & Health* and ask Ss to suggest what they think it means. Go through the topic list and stimulate a discussion to prompt Ss' interest in the module.

Find the page numbers for

- Explain/Elicit the meaning of any unknown words, then Ss find the page numbers for the items listed.
- Ask questions to check Ss' understanding.

Answer Key

a food calendar (p. 66)

What times of year do you eat special food?

Which is your favourite festive food? Why?

a menu (p. 72)

Where might you see a menu like this? What do you like to order when you eat out?

Vocabulary

1 **Aim** To present activities relating to healthy living

- Draw Ss' attention to the pictures (1-12).
- Play the audio with pauses for Ss to listen and repeat.
- Check Ss' pronunciation and intonation.

2 **Aim** To discuss activities relating to healthy living

- Explain the task and read out the example exchange.
- Ask Ss to discuss the activities in pairs following the example. Then ask some Ss to tell the class.

Suggested Answer Key

A: *We should cook our own meals.*

B: *Yes, and we shouldn't eat junk food.*

A: *We shouldn't eat sugary foods either.*

B: *Yes, we should follow a balanced diet and we should keep fit.*

A: *And we should go hiking too.*

B: *Right. Also, we shouldn't be addicted to the Internet.*

A: *Yes, and we shouldn't smoke or consume too much caffeine.*

B: *That's right. We should keep hydrated, though.*

A: *Right. We should have good personal hygiene and get enough sleep, too.*

6a

1 a) **Aim** To predict the content of the text and listen and read for gist

- Ask Ss to look at the pictures and elicit what they show and whether Ss know any of these dishes.
- Elicit Ss' guesses as to which festivals the dishes are related to.
- Play the audio. Ss listen and follow the text in their books to find out.

Answer Key

haggis – Burns Night

minestrone – Sagra delle Virtù

smoked fish – midsummer

hotdogs, corn on the cob – Independence Day

jerk chicken – Notting Hill Carnival

parkin cake – Bonfire Night/Guy Fawkes' Night

Dundee cake – New Year's Eve/Hogmanay

b) **RNE Aim** To read for key information

- Explain that each heading relates to a key point in each paragraph.
- Ask Ss to read the headings and then allow them time to read the text again and match each paragraph to a heading. Remind Ss that one heading is extra.
- Check Ss' answers.

Answer Key

A 7 C 2 E 8 G 3

B 5 D 6 F 1

- Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box.

2 **Aim** To consolidate comprehension of a text

- Explain the task and ask Ss to read the text again.
- Ss ask and answer questions in pairs following the example.
- Monitor the activity around the class.

Suggested Answer Key

A: *What do people do during the Sagra delle Virtù celebration?*

B: *They make soup, and serve the soup to the poor.*

A: *What do the Swedish and Finnish celebrate between 20th and 26th June?*

B: *Midsummer.*

A: *What do people do on the 4th of July in the US?*

B: *They watch fireworks, and have barbecues and picnics.*

A: *What dish do people eat at the Notting Hill Carnival?*

B: *They eat jerk chicken.*

- A: *When is Guy Fawkes' Night?*
 B: *It is on the 5th of November.*
 A: *What is the New Year's Eve celebration called in Scotland?*
 B: *It's called Hogmanay.*

3 **Aim** To consolidate new vocabulary through collocations; to consolidate information in a text

- Explain the task and give Ss time to complete the collocations with the words in the list and then check their answers.
- Then allow Ss time to use the collocations in sentences based on the text.
- Elicit sentences from various Ss around the class.

Answer Key

- | | | |
|-------------|--------------|-------------|
| 1 delicious | 4 vegetables | 7 street |
| 2 dinner | 5 smoked | 8 colourful |
| 3 thick | 6 firework | |

Suggested Answer Key

*People in Scotland eat a special dinner on 25th January.
 Minestrone is a type of thick soup. It is made with fresh vegetables.
 People in Finland and Sweden eat smoked fish at Midsummer.
 On Independence Day, there are firework displays across America.
 Notting Hill Carnival is a street festival in London.
 There is a colourful parade with Caribbean music.*

4 **Aim** To consolidate vocabulary from a text

- Explain the task and give Ss time to complete it referring back to the text as necessary.
- Check Ss' answers.

Answer Key

- | | | |
|---------------|--------------|---------|
| 1 main course | 3 population | 5 ashes |
| 2 early hours | 4 stuffed | |

5 **Aim** To distinguish between words often confused

- Explain the task and ask Ss to try to complete it alone and then compare their answers with a partner.
- Tell Ss to use their dictionaries to check their answers.

Answer Key

- | | | |
|----------|-----------|----------|
| 1 smoked | 4 spicy | 7 recipe |
| 2 bitter | 5 grate | |
| 3 still | 6 dessert | |

6 **Aim** To present & practise vocabulary for cooking methods & foods

- Explain the task and ask a pair of Ss to model the example exchange.
- Explain or elicit the meanings of any unknown words and then ask Ss to work in pairs and discuss the foods and cooking methods following the example.
- Monitor the activity around the class.

Suggested Answer Key

- A: *How do you like your potatoes?*
 B: *I like them mashed or fried. What about you?*
 A: *I like them baked.*
 B: *How do you like your fish?*
 A: *I like it grilled. What about you?*
 B: *I like it fried and I like it baked, too.*
 A: *How do you like your chicken?*
 B: *I like it roast. What about you?*
 A: *I like it fried.*
 B: *How do you like your vegetables?*
 A: *I like them steamed. What about you?*
 B: *I like them raw. I don't like boiled vegetables at all!*
 A: *How do you like your rice?*
 B: *I like it boiled. What about you?*
 A: *I like it boiled too. That's the only way you can cook rice, isn't it?*
 B: *Yes, I think so. How do you like your lamb?*
 A: *I like it roasted. What about you?*
 B: *I don't like lamb at all!*

7 **THINK!** **Aim** To talk about food festivals; to expand the topic

- Divide the class into small groups and explain the task. Allow Ss time to think about various food festivals in their country and make a list and include what foods people eat during the festivals.
- Then ask various groups to use their list to present the festivals to the class.

Suggested Answer Key

*New Year – December 31st – a large table of zakuski, such as caviar with bread, pickles,
 Orthodox Christmas – on 7th January – kutiya, a porridge with raisins
 International Women's Day – 8th March – family meal (usually cooked by a man) with champagne. Chocolates are often given as a gift.
 Maslenitsa – a week-long celebration, seven weeks before Easter – Blini, Russian pancakes, are said to represent the sun and are eaten with all sorts of toppings: butter, jam, caviar, mushrooms, sour cream.
 Orthodox Easter – a Sunday in March or April - boiled eggs in bright colours, round sweet bread and Easter cake served with sweetened curds, butter and raisins*

8 **Aim** To prepare a festival calendar

- Explain the task and have Ss work in the same

groups as before and produce a festival calendar similar to the text in Ex. 1b either in class or as HW.

- Ask the groups to present their calendars to the class.

Suggested Answer Key

In Russia people start celebrating the new year on December 31st. They prepare a large table of zakuski which is little bites of food such as caviar with bread, pickles. The celebrations continue into the early hours of January 1st.



Orthodox Christmas in Russia is celebrated on 7th January. On this day, Russians eat a special dish called kutiya. It is a kind of porridge with raisins.

International Women's Day is on 8th March and this special day involves a family meal. This is usually cooked by a man. Chocolates are often given as a gift.



Maslenitsa is a week-long celebration that takes place seven weeks before Easter. During this time people eat blini. These are Russian pancakes. Traditionally, they represent the sun and they are eaten with all sorts of toppings such as butter, jam, caviar, mushrooms, sour cream.



Orthodox Easter in Russia takes place on a Sunday in March or April. On this special day people in Russia eat boiled eggs in bright colours, round sweet bread and a special Easter cake served with sweetened curds, butter and raisins.



enough. Explain that we use the infinitive without *to* (*bare infinitive*) with modal verbs (*can, must, should, etc*) and after the verbs *let* and *make*.

- Present the *-ing* form. Explain that the *-ing* form is the verb form that ends in *-ing*. Say then write on the board: *Swimming is fun*. Explain that we can use the *-ing* form as a noun. Say then write on the board: *I like running*. Explain that we also use the *-ing* form with the verbs *like, love, hate, dislike, enjoy, prefer, start, begin, stop, finish, avoid, admit, look forward to, suggest, etc*, after prepositions, after the expressions *It's no use ..., there's no point in ..., It's (not) worth ..., How about ...?* etc and whenever the word is used as a noun.
- Explain the task and allow Ss time to complete it.
- Check Ss' answers and elicit reasons.

Answer Key

- 1 to start (*want + to-infinitive*), join (*modal + bare infinitive*)
- 2 take (*modal + bare infinitive*), lose (*will + bare infinitive*)
- 3 to take (*allow + to-infinitive*), complain (*modal + bare infinitive*)
- 4 go (*let's + bare infinitive*), cook (*modal + bare infinitive*)
- 5 joining (*consider + -ing form*), Cooking (*-ing form as a noun*)
- 6 leaving (*phrase 'no point in' + -ing form*), ordering (*phrase 'how about' + -ing form*)
- 7 to quit (*phrase 'can't wait' + to-infinitive*), to move (*verb 'plan' + to-infinitive*)
- 8 coming (*phrase 'do you fancy' + -ing form*), to help (*verb 'promise' + to-infinitive*)

2 Aim To practise the infinitive/-ing form

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

Answer Key

- | | |
|-----------------------|---------------------|
| 1 travelling, to send | 4 to lose, cutting |
| 2 taking, to relax | 5 to tell, inviting |
| 3 to eat, eating | |

3 Aim To present/practise the tenses of the infinitive /-ing form

- Ask Ss to read the table.
- Explain the task and read out the example.
- Allow Ss time to complete the task and then check Ss' answers.

Answer Key

- 2 He appears to be playing well.
- 3 Mike enjoys playing golf on Saturdays.

6b

1 a) Aim To present the infinitive/-ing form; to practise the infinitive/-ing form

- Explain that the infinitive is the base form of all verbs. Explain that we can use it with or without the preposition **to**. Say then write on the board: *I want to play football. I can play football*. Explain that we use *to-infinitive* after certain verbs such as *would like, would love, want, expect, hope, offer, promise, agree, decide* and after *be + adjective* and with *too* and

- 4 They tend to win home matches.
- 5 He regrets having missed so many training sessions this season.
- 6 She claims to have been cooking for an hour.

4 **Aim** To practise the infinitive/-ing form with personal examples

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

Suggested Answer Key

- 1 I avoid eating sugary foods.
- 2 I often forget to set my alarm.
- 3 I stopped eating biscuits six months ago.
- 4 I must lose weight.
- 5 I've always wanted to go to Spain.
- 6 I'd love to try surfing.
- 7 I try to eat healthily.
- 8 I'm looking forward to going on holiday.
- 9 I remember visiting Italy when I was young.

5 **Aim** To practise forming compound nouns

- Read out the theory box and the examples.
- Explain the task and give Ss time to complete it, then check Ss' answers by asking various Ss to read out their sentences.

Answer Key

sports centre
ball game
walking stick
passer-by
runner-up
fruit juice

Suggested Answer Key

There is a new sports centre in our neighbourhood.
Josh and Adam were playing a ball game in the park.
My grandfather uses a wooden walking stick.
All the passers-by were staring at the car crash.
She did not win the competition but she was a runner-up.
Fruit juice is healthier than cola.

6 **Aim** To present reported speech

- Explain that direct speech is the exact words someone says and it is written in quotation marks.
- Explain that reported speech is the exact meaning of what someone says but not the exact words and we do not use quotation marks. Explain that we can use the word *that* to introduce the reported speech or we can omit it.
- Explain that when we report statements, we use *say* or *tell*. We use *say* in direct and reported speech without *to* when it is not followed by the person being spoken to (e.g. Tom said "I need help." / Tom said (that) he needed help.) and with *to*

when it is followed by the person being spoken to (e.g. Tom said to me, "I need help." / Tom said to me (that) he needed help.) Explain that we use *tell* without *to* and always mention the person being spoken to. Explain that we can also use reporting verbs such as *suggest* + *-ing* form and *explain* + *that* clause.

- Explain that personal pronouns, possessive adjectives/possessive pronouns change according to the meaning of the sentence. (e.g. I'm flying to Italy tomorrow," David said. David said that he was flying to Italy the next day.)
- Explain that we can report someone's words either a long time after they were said (*out-of-date* reporting) or a short time after they were said (*up-to date* reporting). Say then write on the board:

Up-to-date reporting

e.g. **Direct speech:** Ben said, "I attended a festival in Scotland."

Reported speech: Ben said that he attended/had attended a festival in Scotland.

Say then write on the board:

Out-of-date reporting

The introductory verb is in the past simple and the tenses change as shown in the table in Ex. 6. Refer Ss to the table and read the examples aloud.

- Explain that we also change some other words and time expressions: *now* – *then*, *today* – *that day*, *tomorrow* – *the next/following day*, *yesterday* – *the day before*, *next week* – *the following week*, *last week* – *the week before/the previous week*, *ago* – *before*, *this/these* – *that/those*, *come* – *go*, *here* – *there*.
- Refer Ss to the **Grammar Reference** section for further details.
- Explain the task and elicit answers from various Ss around the class.

Answer Key

- 1 Which verbs do we use to report someone's words? - say or tell
Which verb do we use, in both direct and reported speech, when the person spoken to is not mentioned? - say
- 2 How do tenses change?
We change tenses in direct speech to reported speech as follows:
present simple – past simple
present continuous – past continuous
present perfect – past perfect
past simple – past perfect
past continuous – past perfect continuous
future (will) – conditional (would)
- 3 How do pronouns / possessives change? They change according to the meaning of the sentence – e.g.
"I'm ten," said Ann. - Ann said (that) **she** was ten.
I – **she**

"I've done my essay," said Ben. - Ben said (that) he had done his essay.

I – he, my – his

"I'll lend you my book," said Jim. - Jim said (that) he would lend me his book.

I – he, you – me, my – his

Go through the remaining sentences and explain how pronouns / possessives changes.


- 4 Which verb is used to report questions? - ask (inquire, wonder or the expression want to know are also used)
- 5 To introduce reported questions we use **ask + question word** (who, which, where, how, etc) when the direct question begins with a question word OR **ask + if/whether** when the direct question begins with an auxiliary verb (do, have, etc).
- 6 To report a positive command we use the verbs **order** or **tell + sb + to-infinitive**. To report a negative command we use the verbs **order** or **tell + sb + not + to-infinitive**.

7  **To practise reported statements**

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

Answer Key

- 1 Jimmy said (that) he didn't want to go to school that day.
- 2 Kate said to her son (told her son) (that) when he finished his homework, he could play outside.
- 3 Jane said (that) she hadn't finished her project yet.
- 4 Paul said to Lisa (Paul told Lisa) (that) Tom had finished school the month before/the previous month and he was looking for a job.
- 5 Andy told Fran (that) Tony had been doing his homework the afternoon before/the previous afternoon at 4:00.
- 6 Jack said to me (told me) (that) he would try to help me with my maths.

8  **To practise reported speech using special introductory verbs; to practise reported questions/commands/requests**

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

Answer Key

- 1 Bob asked Linda to lend him £5.
- 2 He invited her to go to the festival with him.
- 3 He asked me if/whether he could use my ruler.
- 4 Sue offered to show Ann how to make shortbread.
- 5 She asked me to give her the book.
- 6 The teacher told us not to eat in there.
- 7 He refused to dance.
- 8 Tom advised Ian to make a plan first.
- 9 Ben apologised for not inviting/having invited me to the barbecue.

9  **To present/practise reported modal verbs**

- Explain that some modal verbs change in Reported speech when the reported sentence is out of date, as follows:

Say then write on the board: "One day I'll buy a new house," he said. → He said that one day he'd buy a new house. Explain that **will** becomes **would** in Reported speech.

Say then write on the board: "I may visit the museum tomorrow," she said. → She said (that) she **might** visit the museum the next/following day. Explain that **may** becomes **might** in Reported speech.

Say then write on the board: "I must study for my exams," she said. → She said that she **must/had** to study for her exams. Explain that when **must** is used to express obligation it can become either **must** (if what is reported is still true) or **had to**. Explain that **must** remains the same when it expresses a logical assumption e.g. "You **must** be very happy." David told Sarah. David told Sarah (that) she **must** be very happy.

Say then write on the board: "I can drive a car," he said. → He said that he **could** drive a car.

BUT

"We **can** go shopping tomorrow," she said. → She said (that) they **could/would be able** to go shopping the next/following day. Explain that **can** becomes **could** when we refer to the present and **could/would be able** when we refer to the future.


Explain that **would, could, might, should, ought to, used to** and **mustn't** do not change.

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

Answer Key

- 1 She said to me (told me) (that) I must/had to study harder.
- 2 She said to me (told me) (that) David could/would be able to help me later.
- 3 The teacher said (that) they would go on an excursion.
- 4 Ann said (that) they would be able to go the next day/the following day.
- 5 He said to Bill (told Bill) (that) he shouldn't lie to her.
- 6 She said (that) he can/could speak French fluently.

6c

1  **To predict the topic of the text; to read for specific information**

- Read the title of the text aloud and direct Ss' attention to the pictures.
- Elicit Ss' guesses as to what some of the benefits of exercising may be.

- Give Ss time to read the text and find out.

Answer Key

Benefits of exercise for teens include improving appearance, skin, mood, concentration levels and creativity as well as reducing the risk of illness and stress.

2 RNE Aim To read for cohesion and coherence

- Ask Ss to read the parts of sentences (1-7) and then allow Ss time to read the text again and complete the task.
- Check Ss' answers.

Answer Key

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

- Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box.

3 Aim To present and practise phrasal verbs with put

- Read out the box with the phrasal verbs and their definitions.
- Then give Ss time to use them to complete the sentences.
- Check Ss' answers.

Answer Key

1 away 2 on 3 aside 4 up 5 off

4 Aim To learn and practise prepositional phrases

Explain the task and give Ss some time to complete it, then check Ss' answers.

Answer Key

1 on 2 in 3 at 4 at 5 to

5 RNE Aim To listen for specific information

- Explain the task and ask Ss to read the statements (1-7) and underline what they think are the key words that will help them to complete the task.
- Play the audio and give Ss time to complete the task and then check their answers.

Answer Key

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

6 THINK! Aim To consolidate information in a text; to express a personal opinion

- Play the audio. Ss listen and follow the text in their books.
- Ask Ss to talk in pairs about how the information

in the text can help them personally.

- Ask various Ss to tell the class.

Suggested Answer Key

Exercise produces chemicals that can make you feel happy and calm, and help you to concentrate. This would help me because I have a lot of exams to study for this year and I get stressed.

7 Aim Portfolio: To write an email giving advice

- Explain the task and allow Ss time to complete the task including all the points in the rubric.
- Ask various Ss to read out their emails to the class.
- Alternatively, assign the task as HW and ask Ss to share their answers in the next lesson.

Suggested Answer Key

Hi Peter,

Don't worry because you've put on some weight. You can lose it again if you get more exercise.

Exercising has a lot of health benefits. You improve your physical health and fitness and you will burn fat and build muscle. It will also improve your mood and reduce stress.

I recommend that you try swimming. Swimming is great because it's fun, and it's easy to do. You don't need any special equipment and you are less likely to get injured than if you went running, for example.

But whatever exercise you choose, I'm sure it will make you feel great. Let me know how you get on.

Your friend,

Ben

6d

1 Aim To predict the content of a dialogue

- Ask Ss to read the first and last exchange in the dialogue and elicit Ss' guesses as to what it may be about.
- Play the audio for Ss to listen and read and check if their guesses were correct.

Answer Key

The dialogue takes place in a restaurant. A customer wants to order breakfast and the waiter is taking her order.

- Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box.

2 Aim To learn synonymous phrases

- Direct Ss' attention to the underlined phrases in the dialogue and then read out the phrases in the list.
- Give Ss time to match the underlined phrases with

their synonymous ones and then check Ss' answers around the class.

Answer Key

is it too late to order breakfast? = *do you still serve breakfast?*

we've got a special offer = *there's a deal*

I'd prefer something lighter. = *I don't want to eat a heavy meal*

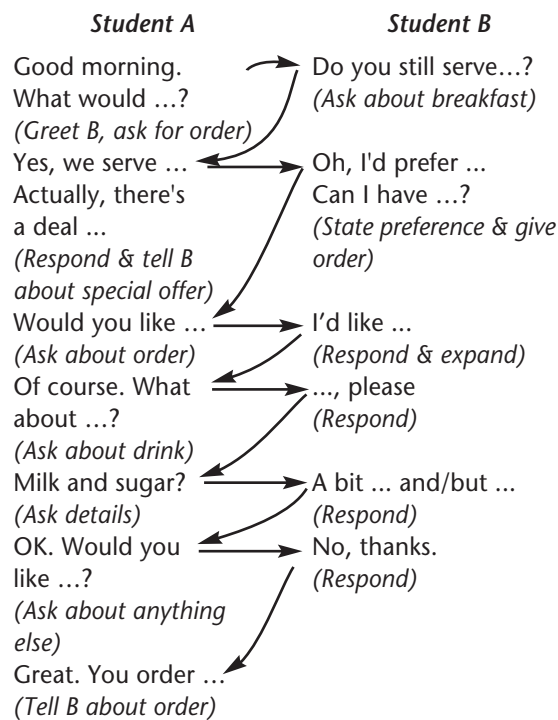
what would you like to drink? = *what about a beverage?*

Can I get you anything else? = *Would you like anything else?*

I'll bring you your order in a moment = *your meal will be ready soon*

3 **Aim** To practise role-playing

- Ask Ss to work in pairs and act out a similar dialogue using the menu provided and the dialogue in Ex. 1 as a model.
- To help Ss draw the following diagram on the board and elicit appropriate phrases Ss should use. Write them on the board. Ss can refer to the diagram while doing the task.



Suggested Answer Key

- A: Good morning. What would you like to eat?
 B: Do you still serve breakfast?
 A: Yes, we serve breakfast until eleven. Actually, there's a deal today. Our full English breakfast is only £6.
 B: Oh, I'd prefer something lighter. Can I have the pancakes, please?
 A: Yes, of course. Would you like jam or honey with your

- pancakes?*
 B: I'd like honey, please, and some butter, too.
 A: Of course. What about a beverage?
 B: Tea, please.
 A: Milk and sugar?
 B: A bit of milk, but no sugar.
 A: OK. Would you like anything else?
 B: No, thanks.
 A: Great. Your order will be ready soon.

4 **Aim** To learn the pronunciation of /ou/

- Play the recording with pauses for Ss to repeat either chorally or individually.
- Pay attention to Ss' pronunciation and correct as necessary.

Across Cultures

1 **Aim** To introduce the topic; to read for gist

Direct Ss' attention to the title of the text and the pictures and elicit how breakfast in the UK is similar/different to breakfast in Russia. Allow Ss time to read through the texts and find out.

Suggested Answer Key

Both countries have a traditional breakfast that takes time to prepare so people eat it at the weekend and a simpler breakfast during the week. Both nations have porridge as a breakfast dish and both the British and the Russians drink tea.

2 **RNE Aim** To read for cohesion and coherence; to practise word formation

- Explain the task. Allow Ss time to read the texts and complete the gaps with derivatives of the words in brackets.
- Remind Ss to read the completed texts for cohesion and coherence and then check Ss' answers.

Answer Key

- | | | |
|-------------|---------------|---------------|
| 1 famous | 3 choice | 5 preparation |
| 2 unhealthy | 4 traditional | 6 simply |

- Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box.

3 **Aim** To read and listen for key information; to compare breakfast habits of two countries

- Explain the task. Play the audio and ask Ss to listen and follow the text in their books.
- Then ask Ss to compare the breakfast habits of people in the UK and in Russia in pairs following

the example. Monitor the activity around the class and then ask some Ss to tell the class.

Suggested Answer Key

A typical British breakfast is called an English breakfast or a fry-up. It includes fried eggs, bacon, sausages, baked beans and toast and maybe black and white pudding and fried mushrooms and tomatoes. A typical Russian breakfast includes pancakes with different toppings, or balls of cottage cheese called syrniki. However, both the British and the Russians have these breakfast dishes at the weekend. During the week, both British and Russian people might eat porridge, or bread with different toppings. The British eat toast with butter and jam or marmalade, while the Russians eat brown bread with sausage or cheese on top. People from both countries drink tea with breakfast.

4 **ICT** **Aim** To write a text about what people in the UK and Russia eat for lunch

- Explain the task and tell Ss they must research online and collect information about lunch foods in the UK and in Russia and then write a short text.
- Assign the task as HW and ask Ss to complete the task and illustrate their text with photos.
- Ask Ss to read their texts to the class.

Suggested Answer Key

A typical lunch in the UK is a sandwich with a packet of crisps, some fruit, and a drink. Cheese, ham or chicken sandwiches are popular. Alternatively, soup is a popular lunch choice. The exception is on Sundays, when a full meal of roast meat and vegetables is served in the middle of the day.

Lunch in Russia is very different. It is a large, cooked meal. People will eat lunch at home, or if they work, in a canteen in their workplace or café nearby. Lunch consists of a salad, usually with potatoes and mayonnaise, a soup, then a cooked meat dish with potatoes, along with tea or coffee.

CLIL TIME: Biology

1 **Aim** To introduce the topic; to listen and read for specific information

- Read the rubric aloud.
- Play the recording. Ss listen and follow the text in their books and find out about which type of muscles we use for the actions listed.

Answer Key

We can control all of these movements, so we use skeletal muscles, which are also called voluntary muscles.

- Ask Ss to use their dictionaries to look up the

meanings of the words in the **Check these words** box.

2 **Aim** To read for cohesion and coherence and lexico-grammatical correctness

- Ask Ss to read the text again and for each gap (1-7) choose from the options (1-4).
- Allow Ss time to complete the task and then ask them to check their answers with their partner.

Answer Key

1 4 3 4 5 1 7 2
2 3 4 2 6 3

3 **Aim** To consolidate vocabulary and information in a text

- Allow Ss time to look up the meanings of the words in bold in the text using their dictionaries as necessary.
- Then ask Ss to ask and answer comprehension questions about the information in the text in pairs.

Suggested Answer Key

digest (v) = (of the stomach) to change food into substances the body can use

nerves (n) = long thin fibers that carry information to and from the brain

hormones (n) = chemicals in the blood that control different processes in the body

attached (pp) = fastened/connected to

internal organs (n) = body parts inside the torso that have a particular job to do, e.g. the heart, lungs, stomach, liver, kidneys

pupil (n) = the small dark circle in the centre of the eye that opens or closes to let in the right amount of light

pump (v) = to make liquid move

A: What do skeletal muscles do?

B: They move parts of the body, for example they let us smile or kick a ball.

A: When does the heart beat?

B: It beats all the time. It beats about 70 times a minute for our whole lives. etc

4 **Aim** To give a presentation on muscles

- Ask Ss to copy the headings into their notebooks.
- Play the audio and ask Ss to listen and read the text and make notes under the headings.
- Then ask individual Ss to come up in front of the class and give a short presentation on muscles using their notes.

Suggested Answer Key

Why we need muscles

for everything we do (except thinking)

We need them to move in any way; to sit, talk, write, read, breathe, digest food, and for our hearts to beat.

what muscles are made of

bundles of elastic tissue

types of muscles

skeletal muscle, smooth muscle and cardiac muscle

what each type can do

skeletal muscles – move parts of our body around, from our eyes to our arms and legs; make all the movements that we can control

smooth muscles – in our internal organs; move food through the digestive system; make movements that happen without us thinking about them

cardiac muscles – make the heart beat without ever stopping

Suggested Answer Key

We need muscles for everything we do except for thinking. We need them to move in any way; to sit, talk, write, read, breathe, digest food, and for our hearts to beat. They are made of bundles of elastic tissue. There are three types of muscles: skeletal muscle, smooth muscle and cardiac muscle. Skeletal muscles move parts of our body around, from our eyes to our arms and legs. They make all the movements that we can control. Smooth muscle is a type of muscle in our internal organs. They control movements that happen without us thinking about them. For example, they move food through the digestive system. Cardiac muscle is the muscle that makes the heart beat without ever stopping.

- arguments and the justifications/examples.
- Give Ss time to match the arguments to the justifications and decide which are pros and which are cons and which can be grouped together according to the topics.
- Elicit answers from Ss around the class.


Answer Key

1 c 2 e 3 d 4 f 5 a 6 b

Pros: 1, 2, 6; Cons: 3, 4, 5

Health: 2 & 4; Taste: 1 & 5; Lifestyle: 3 & 6

Writing

1  To substitute linkers for appropriate alternatives

- Direct Ss' attention to the underlined linking words/phrases in the article and give Ss time to read the box of linking words/phrases and make suitable substitutions.
- Check Ss' answers.

Suggested Answer Key

To begin with = firstly

However = nevertheless

For instance = for example

In addition = secondly

This is because = in particular

On the other hand = however

For example = for instance

Lastly = finally

For instance = for example

Nevertheless = on the other hand

In particular = for instance

On the whole = in conclusion

2  To prepare for a writing task

- Ask Ss to read the rubric and then read the

Exam Practice 6**1** **RNE** **Aim** To read for gist

- Explain the task and ask Ss to read the headings (1-6) and then read the paragraphs A-E and match them. Allow Ss time to complete the task.
- Check Ss' answers.

Answer Key

A 2 B 1 C 3 D 6 E 4

2 **RNE** **Aim** To read for cohesion and coherence and lexico-grammatical correctness

- Explain the task and ask Ss to read the text and complete the gaps with the correct form of the words in brackets.
- Check Ss' answers.

Answer Key

1 had finished 3 told 5 have changed
 2 later 4 them 6 starring

3 **RNE** **Aim** To express S's opinion on the subject of a school project**Suggested Answer Key**

In the first photo, a family is having a barbecue outside in a park. A man and a boy are cooking meat and vegetables on a grill. In the background another person is sitting at a table with a red and white tablecloth.

In the second picture, a family is having a meal in a restaurant. They look like a mother, father, and two children. They are eating colourful food and drinks, and the restaurant looks modern.

Both pictures show happy families eating or preparing to eat. However, one family is outdoors and the other is indoors. Also, one family is cooking and the other was served food that somebody else prepared.

I would prefer to have a meal in the first picture, because it's fun to eat outside, especially in the summer when the weather is warm and sunny.



Module **7**

Ages & Stages

Topic	
In this module, students will explore the topics of appearance and celebrations.	
Module page	77
Lesson objectives: Overview of the module, to introduce key vocabulary, to describe appearance Vocabulary: Appearance (<i>a big nose, wrinkles, a moustache, long black frizzy hair, curly hair, freckles, full lips, spiky hair, a bald head, a broad smile, long black wavy hair, a beard and a moustache, well-built, straight hair, round face, almond-shaped eyes, pointed ears, chubby cheeks, arched eyebrows, thick eyelashes, delicate nose, small mouth, pale skin</i>)	
7a	78-79
Lesson objectives: To read and listen for gist, to read for cohesion & coherence, to learn phrasal verbs with <i>grow</i> , to talk about rites of passage, to write a short article about birthday celebrations in your country Vocabulary: Stages of life (<i>infant, toddler, child, teenager, adult, middle-aged, elderly</i>); Verb (<i>shave</i>); Phrasal verbs (<i>grow up/out of/apart/into</i>); Nouns (<i>chance, kindergarten, transition, ritual, ceremony, outsider, significance, milestone, custom, feast, lock, safekeeping, tribe, gold, silver, separation, motif, loyalty, prosperity, initial, design</i>); Adjectives (<i>emotional, intense, puzzling</i>); Phrases (<i>rite of passage, sense of achievement</i>)	
7b	80-81
Lesson objectives: To relative pronouns/adverbs, to learn comparatives & superlatives, to form negative adjectives with prefixes, to talk about a festival	
7c	82-83
Lesson objectives: To talk about how your parents treat you, to read for gist, to read for lexico-grammatical correctness, to learn prepositional phrases, to listen for key information, to talk about bridging the generation gap, to write a short text about the generation gap Vocabulary: Verbs (<i>comb, develop, shrink, limit, arise</i>); Phrasal verbs (<i>grow up, tell off</i>); Nouns (<i>value, identity, discipline, approach</i>); Adjectives (<i>annoying, conservative, crazy [about]</i>); Phrases (<i>generation gap, give me a break, get on my nerves, crazy about, out of the question</i>)	

7d	84
Lesson objectives: To learn how to complain/reassure, to act out exchanges, to pronounce /ea/ Vocabulary: Phrasal verb (<i>grow up</i>); Adjectives (<i>ridiculous, skinny, awkward, ugly</i>); Phrase (<i>feel better</i>); Sentences (<i>Why such a long face? Stop being ridiculous. Maybe but I feel awkward and ugly. So don't worry – you look great.</i>)	
Across Cultures	85
Lesson objectives: To practise word formation, to read for cohesion & coherence, to listen and read for key information, to talk about graduation, to write a graduation speech Vocabulary: Verbs (<i>tie, remind, symbolise, carry, attend, last</i>); Phrasal verb (<i>roll up</i>); Nouns (<i>ceremony, graduation, journey, gown, hood, cap, stage, diploma, ribbon, yearbook, class ring, design, school uniform, apron, first-grader, shoulder, assembly</i>); Adjectives (<i>inspiring, customary</i>); Adverb (<i>forever</i>); Phrases (<i>formal clothes, make jokes, school gates</i>)	
CLIL TIME: PSHE	86
Lesson objectives: To read & listen for gist, to read for key information, to describe your feelings and compare present knowledge to past experience Vocabulary: Verbs (<i>flow, dread, resist</i>); Phrasal verb (<i>fall apart</i>); Nouns (<i>chain reaction, circumstances</i>); Adjectives (<i>predictable, flexible</i>); Phrase (<i>stand still</i>)	
Writing	87
Lesson Objectives: To read and analyse a rubric, to read for specific information, to write an essay providing solutions to problems	
Exam Practice 7	88
Lesson Objectives: To provide extra practice for the RNE exam, to read for key information, to talk about a photo, to practise word formation	

▶▶ What's in this module?

Read out the title of the module *Ages & Stages* and ask Ss to suggest what they think it means. Go through the topic list and stimulate a discussion to prompt Ss' interest in the module.

Find the page numbers for

- Explain/Elicit the meaning of any unknown words, then Ss find the page numbers for the items listed.
- Ask questions to check Ss' understanding.

Answer Key

a graduation day (p. 85)

Have you been to a graduation day? Are you looking forward to your graduation day? Why?

a birthday celebration (p. 80)

When is your birthday? How do you usually celebrate it? What is the best birthday celebration you have been to?

a dialogue (p. 88)

Who are the speakers? Do you like reading dialogues? Why (not)?

Vocabulary

1 To present vocabulary for appearance

- Draw Ss' attention to the people in the pictures and then go through the phrases and explain or elicit the meanings of any unknown words.
- Read out the example and then elicit similar sentences for each person in the pictures from Ss around the class.

Suggested Answer Key

Mat has got a moustache.

Sara has got freckles and a broad smile.

Helen has got long black frizzy hair.

Ted has got a beard and a moustache and curly hair.

Jenny has got long black wavy hair and full lips.

Michael has got a bald head and a broad smile.

Michael has got a big nose.

Jason has got spiky hair.

2 To generate topic related vocabulary

- Explain the task and ask Ss to copy the headings into their notebooks and then set a two-minute time limit for them to work with a partner and think of as many words/phrases as they can and write them under the headings.
- Ask Ss to compare their answers with another pair of Ss.
- Then ask various Ss around the class to describe themselves and their family members in front of the class.

Suggested Answer Key

height/build: well-built, slim, thin, chubby, heavy-set, broad, etc.

hair: straight, curly, short, long, dark, blond, fair, bald, red, spiky, etc.

face: round, heart-shaped, long, oval, etc.

Eyes: almond-shaped, small, big, bright, blue, green, brown, etc.

ears: pointed, small, big, etc.

cheeks: chubby, rosy, round, dimpled, high-cheekbones, etc.

eyebrows: arched, small, big, bushy, dark, light, etc.

eyelashes: thick, thin, long, black, brown, etc.

nose: delicate, big, small, Roman, button, etc.

mouth: small, big, wide, thin, etc.

skin: pale, dark, tanned, spotty, fresh, healthy, etc.

I'm short and slim with blonde hair and blue eyes. I've got pale skin and a small nose.

My brother is tall and slim with blond hair and green eyes. He's got a moustache.

7a**1** **Aim** To predict the content of the text and read for gist

- Ask Ss to look at the pictures and read the subheadings in the text and match them. Then read out the title and elicit how the pictures and subheadings are related to it.
- Play the audio and ask Ss to listen and follow the text in their books and find out.

Answer Key

The First Haircut goes with the picture of the baby. The Mehendi Party goes with the picture of the young woman. The two subheadings are about rites of passage in people's lives.

2 **RNE Aim** To read for cohesion and coherence

- Explain that for each gap in the text there is a missing part. Ask Ss to read the missing parts (1-7) and then ask Ss to read the text and choose the correct missing part for each gap.
- Allow Ss time to complete the task and then check the answers.

Answer Key

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

- Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box.

3 **THINK! Aim** To consolidate information in a text; to develop critical thinking skills

Allow Ss some time to consider their answers and then ask various Ss to tell the class.

Suggested Answer Key

I was surprised to know that people in the Ukraine celebrated a baby's first haircut with a feast. It was interesting to see how women decorate their hands and feet with henna for their wedding. It was interesting to learn that in Maliku, India, the baby's hair is weighed and that weight in gold is given to the poor.

4 a) Aim To present topic-related vocabulary

- Ss to read the table of stages of life and the phrases. Then ask Ss to talk in pairs about which stage of life the events usually occur at following the example.
- Ask various Ss to tell the class.

Answer Key

A person usually learns to crawl when they are an infant. A person usually gets their first tooth when they are an infant.

A person usually gets their first haircut when they are an infant or a child.

A person usually goes to kindergarten and primary school when they are a child.

A person usually goes to secondary school and college or university when they are a teenager.

A person usually gets a diploma when they are a teenager or an adult.

A person usually gets a degree when they are an adult

A person usually gets engaged and gets married when they are an adult.

A person usually buys a house and a car when they are an adult

A person usually gets a job when they are an adult.

A person usually has a baby shower when they are an adult.

A person usually gets a promotion when they are middle-aged.

Middle-aged people often get a promotion in their jobs.

A person usually has a retirement party when they are elderly.

b) Aim To consolidate new vocabulary through synonyms

- Explain the task and give Ss time to complete it using their dictionaries if necessary.
- Check Ss' answers.

Answer Key

emotional = sensitive

throughout = around

puzzling = weird

significance = importance

milestones = highlights

ritual = ceremonial

poor = needy

separation = parting

loyalty = faithfulness

prosperity = wealth

5 a) Aim To learn to distinguish between words often confused

- Explain the task and give Ss time to complete it.
- Tell Ss to check their answers in their dictionaries.

Answer Key

1 old 2 adulthood 3 habit 4 wedding

b) Aim To consolidate new vocabulary

- Explain the task and read out the example.
- Give Ss time to complete the task and then elicit Ss' answers.

Suggested Answer Key

Adolescence is a time when you go through a lot of physical changes.

In England it is a tradition to have a graduation party.

Marriage is a rite of passage for many people.

6 **Aim** To present and practise phrasal verbs with grow

- Read out the box with the phrasal verbs and their definitions.
- Then give Ss time to use them to complete the sentences.
- Check Ss' answers.

Answer Key

1 out of 2 apart 3 into 4 up

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

Allow Ss some time to consider their answers and then ask various Ss to tell the class.

Suggested Answer Key

Some native American tribes celebrate a person's first haircut with a ritual dance. In Maliku, babies have their heads shaved when they are 20 days old.

In the ceremony of Mehendi women have their hands and feet painted before they get married.

The female friends of the woman getting married sing folk songs and dance for her.

8 **Aim** Portfolio: To write a short article about how you celebrate birthdays in your country

- Explain the task and allow Ss time to write their articles following the directions and using the key words.
- Ask various Ss to read out their articles to the class.

Suggested Answer Key

Birthdays are a special occasion in my country. On the day before the birthday, we bake a special cake and we invite our friends around for a party in our home. We cook a special meal for our guests. The guests usually bring gifts and the person who has the birthday opens the presents and thanks each giver. At the end of the meal, we bring out the cake which has lots of candles. The person whose birthday it is blows out the candles while everyone sings "Happy Birthday", and everyone applauds.

Background information

Maliku (Minicoy) is a small island in the Arabian Sea just off the southern tip of India. It has a population of ten thousand people who live in 11 villages across the island.

India (the Republic of India) is a large country in Asia. The capital city is New Delhi and the population is 1.2 billion people.

Pakistan is a country in Asia. It borders India, Afghanistan, Iran, China and the Arabian Sea. The capital city is Islamabad and the population is 199 million people.

7b

1 **RNE Aim** To complete a multiple choice cloze; to read for cohesion and coherence; to present relative pronouns/adverbs in context

- Explain the task and read the example aloud. Explain that for every gap there are four options to choose from and Ss should read the text and choose the correct option for each gap and then check if it makes sense by reading for cohesion and coherence.
- Allow Ss time to complete the task and then check Ss' answers around the class.

Answer Key

1 4 3 1 5 1 7 2 9 4
2 3 4 2 6 4 8 3 10 1

2 a) **Aim** To present relative pronouns/adverbs

- Explain that the relative pronouns *who/that, which/that, whose* and the relative adverbs *where/when/why* introduce relative clauses. We use *who/that* to refer to people. We use *which/that* to refer to animals, objects or ideas. We use *whose* to show possession. It cannot be omitted. We use *where* to refer to place, *when* to refer to time and *why* to refer to reason.
- Ask Ss to read the theory box and then elicit examples of relative pronouns/adverbs in the text.

Answer Key

No one knows the exact date **when** people came up with the idea

ancient Egypt was one of the places **where** they needed a system of

That is probably the reason **why** it was necessary for ... object, **which** hangs from a ceiling or tree.

... the child **who** breaks open the piñata will have good luck.

... the object **that** the child chooses ...

b) Aim To practise relative pronouns/adverbs

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

Answer Key

- 1 *why* 3 *when* 5 *who/that*
 2 *which/that* 4 *whose* 6 *where*

3 Aim To practise relative pronouns/adverbs using personal examples

Explain the task and give Ss time to complete the task and then check Ss' answers around the class.

Suggested Answer Key

- I don't like stories which/that have unhappy endings.*
- I'd never go to a place where there were ghosts.*
- I like people who/that are friendly and helpful.*
- I once met a man whose father was a poet.*
I once met a man that worked in a nuclear power station.
- It was this time last year when I went to Spain.*

4 a) Aim To present defining/non-defining relative clauses

- Explain that relative pronouns introduce relative clauses.
- Explain that a defining relative clause gives necessary information and is essential to the meaning of the main sentence. We do not put the clause in commas. *e.g. The man who fixed my car was very tall.* (Which man is tall? The one who fixed my car.)
- Explain that a non-defining relative clause gives extra information and is not essential to the meaning of the main sentence. The clause is put in commas. We cannot use *that* instead of *who*. *e.g. Ben, who is my neighbour, is noisy.* (Ben is noisy – the meaning of the sentence is clear. Who is my neighbour – gives extra information.)
- Ask Ss to read the examples and then decide which ones apply to defining/non-defining clauses.
- Elicit answers from Ss around the class.

Answer Key

- 1 *D* 2 *D* 3 *ND* 4 *D* 5 *ND* 6 *ND*

b) Aim To practise relative pronouns/adverbs and defining/non-defining relative clauses

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

Answer Key

- My cousin Lisa is the sort of girl who loves dressing up. D*

- Jim, who loves reading, wants to be a writer. ND*
- The book which/that he is reading is about dragons. D*
- That's the boy whose sister is an actress. D*
- This is the shop where I got my hat. D*
- On our last holiday, when we went to Spain, we made a lot of new friends. ND*
- The costume that/which you're wearing is great. D*

c) Aim To consolidate defining/non-defining relative clauses

Read out the rubric and elicit answers from Ss around the class.

Answer Key

- The book he is reading is about dragons.*
- The costume you're wearing is great.*

5 a) Aim To present comparatives & superlatives

- Read the table aloud and explain/elicit that the comparative is formed by adding *-er* to one-syllable adjectives and *more* to adjectives with two or more syllables and that irregular adjectives have different forms. Explain that we form the superlative by adding *the* before the adjective and + *-est* to the end of one-syllable adjectives and *the most* before adjectives with two or more syllables.
- Ask Ss to look at the pictures and the examples and then elicit how we form the comparative and superlative.

Answer Key

We form the comparative by adding -er to one-syllable adjectives and more to adjectives with two or more syllables.

We form the superlative by adding the before the adjective and + -est to the end of one-syllable adjectives and the most before adjectives with two or more syllables.

b) Aim To practise comparatives & superlatives

Explain the task and read out the example. Then allow Ss time to complete the task and check their answers.

Answer Key

Joy is funnier than Lisa, but Sue is the funniest of all.
Joy is more helpful than Sue, but Lisa is the most helpful of all.

Sue is older than Lisa, but Joy is the oldest of all.
Lisa is taller than Sue, but Joy is the tallest of all.

6 Aim To practise comparatives & superlatives

- Read out the examples in the box.
- Explain the task and give Ss time to complete it and then check Ss' answers.

Answer Key

- 1 *Ann, she isn't as friendly as she looks.*
- 2 *It's getting hotter and hotter every day.*
- 3 *I wish I was as slim as Tara.*
- 4 *The faster we pack, the faster we can leave.*

7 **Aim** To form negative adjectives with prefixes

- Read out the theory box and elicit further examples from various Ss around the class.
- Explain the task and allow Ss time to complete it and then check their answers.

Answer Key

- 1 *incapable* 3 *illegal*
- 2 *immature* 4 *impatient*

8 **Aim** To talk about a festival; to practise relative pronouns/adverbs

- Explain the task and ask Ss to talk in pairs about a festival including all the points given and using relative pronouns/adverbs where they can.
- Ask various Ss to tell the class.

Suggested Answer Key

We have the Galway International Oyster Festival in my town every year. It is a food festival which celebrates local seafood. Each year more than 3 million oysters are eaten at the festival, which takes place on the last week in September. Galway, which is on the West Coast of Ireland, is home to a small fishing industry. The visitors who come every year enjoy parades, music, dancing and some great local seafood, for which the region is famous. When they have eaten all they can, people go to a special Masquerade Ball, which is the highlight of the festival.

Background information

Mexico (the United Mexican States) is a large country in North America. The capital city is Mexico City and the population is 119 million people.

7c

1 **Aim** To introduce the topic; to describe your parents and how they treat you

- Go through the adjectives in the box and the phrases in the list. Explain or elicit the meanings of any unknown words and then ask Ss to talk in pairs and describe their parents and how they treat them using the adjectives and the phrases.
- Monitor the activity around the class and then ask various Ss to tell the class.

Suggested Answer Key

My parents and I are really close. We spend time together and they respect my needs. Sometimes, we have arguments about how much time I spend on the Internet, but we manage to sort things out.

My parents are very conservative and disciplined, and they make annoying rules about how long I have to spend watching TV every day. When they tell me off, I show them how responsible I am by getting good grades at school.

My parents are very co-operative and we share the same interests. They respect my privacy, and I try to be helpful, because they take care of me. They are understanding and we often spend time together.

I often have arguments with my parents because they ignore my needs. They are distant and demanding. Their lack of attention is not very nice for me. I would like it if we spent more time together and they were more understanding.

2 **Aim** To predict the topic of the text; to read for gist

- Read the title of the article, the introduction and the first sentence in each text aloud and direct Ss' attention to the pictures.
- Elicit Ss' guesses as to what the article might be about.
- Ask Ss to read the article and find out.

Answer Key

The article is about the relationship between teenagers and their parents.

3 **RNE Aim** To read for cohesion and coherence; to practise lexico-grammatical forms

- Ask Ss to read the text again and complete the gaps with the correct grammatical form of the word in brackets.
- Give Ss time to complete the task and then check Ss' answers.

Answer Key

- 1 *have felt* 4 *is shrinking* 7 *to spend*
- 2 *wear* 5 *doing*
- 3 *developing* 6 *limited*

- Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box

4 **Aim** To consolidate comprehension of a text

- Read out the questions and give Ss time to read the text again and answer them.
- Check Ss' answers around the class.

Answer Key


- 1 He argues with his parents about the rules they set for him. He thinks they tell him what to do, and that they order him around a lot.
- 2 He feels annoyed with them because they don't understand him, and they are critical of his clothes, and his values.
- 3 Bill's relationship with his own father was not good. They had a gap in taste and understanding.
- 4 Bill has the same taste in clothes and music as his son and they do activities like rollerblading and snowboarding together. He has a democratic approach to his son.

5   **To express a personal opinion**

Read the question aloud and ask Ss to discuss it in pairs and then elicit answers from various Ss around the class.

Suggested Answer Key

In some ways I think growing up is easy. You don't have to work all the time to make money, and you are not responsible for bills and cooking etc. However there are times when it can be very difficult. My parents are always setting rules about what time I have to come home. When I am out with my friends, it is difficult to just leave and go home. I also find that there is a lot of pressure to do well at exams. I have to study all the time, and my parents are very upset if I don't do well, even in the subjects that I don't like. They also don't like my clothes, and they don't understand anything about music. But in general, I enjoy my life, and my parents aren't that bad really, in fact we get on quite well most of the time.

6  **To learn and practise prepositional phrases**

Explain the task and give Ss some time to complete it, then check Ss' answers.

Answer Key



- | | | |
|---------|----------|------|
| 1 about | 3 out of | 5 in |
| 2 on | 4 on | |

7   **To listen for specific information**

- Explain the task and ask Ss to read the statements (1-7) and underline what they think are the key words that will help them to complete the task.
- Play the audio and give Ss time to complete the task and then check their answers.

Answer Key

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

8   **To talk about bridging the generation gap**

- Explain the task and divide Ss into pairs.
- Play the recording. Ask Ss to listen and read the

texts and make notes about the points each person makes and then use their notes to discuss the generation gap and how it can be bridged.



- Monitor the activity around the class and then ask various Ss from each group to share their answers with the class.

Suggested Answer Key

Jim: arguments over annoying rules – when to be home, how loud to play music, to tidy room, how many sweets to eat – ordering me around – they were young once too – comment on my taste in clothes and musical tastes and appearance – were they so conservative when they were young? – have my own opinions, thoughts and values – develop my own identity

Bill: dress alike – enjoy the same music – different way of speaking to each other than with father's own parents – no gap in taste and understanding – enjoy fun activities together – don't spend time on disciplining – talk things through and make decisions together – democratic approach

There is usually a generation gap, because culture, music and taste in clothes change from one generation to the next. Very often parents forget what it was like when they were young. One way the generation gap might be bridged would be for them to remember what it was like when they were growing up, and to realise that it is a time for leaning about your own tastes and building your identity. If parents were ready to talk things through, as Bill is in the article, then it might be easier for people like Jim. He wouldn't have so many arguments with his parents if they tried to understand him. etc.

9   **To write a short text about bridging the generation gap**

- Explain the task and ask Ss to use their answers in Ex. 8 to help them complete the task including all the points in the rubric.
- Ask various Ss to read out their texts to the class.
- Alternatively, assign the task as HW and ask Ss to share their answers in the next lesson.

Suggested Answer Key

My parents are easy-going. They understand that I like to spend time with friends and if we discuss it beforehand, they are quite happy to let me stay out late sometimes. However they are quite strict about my getting good grades at school. I am under pressure to do well in exams. I wish they would understand when I don't do well. On the whole I love and respect my parents, and we are able to talk to each other easily and comfortably.

7d

1 **Aim** To present everyday English phrases relating to complaining/reassuring; to predict the topic of a dialogue

- Play the audio with pauses for Ss to listen and repeat. Check Ss' pronunciation and intonation.
- Elicit what the topic of the dialogue might be based on the sentences and then give Ss time to read through the dialogue and check.

Answer Key

The dialogue is about a girl who feels unhappy about her appearance, and her friend who is telling her that she shouldn't feel this way.

- Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box.

2 **Aim** To act out a dialogue

Play the audio. Ss listen and follow the dialogue in their books. Then ask Ss to take roles and read out the dialogue in pairs.

3 **Aim** To learn synonymous phrases

Read out the phrases. Refer Ss back to the dialogue and elicit the synonymous ones from various Ss around the class.

Answer Key

What are you talking about? = Whoa! Hold on!

Really? = Did you?

Why are you unhappy? = Why such a long face?

Don't be silly. = Stop being ridiculous.

4 **Aim** To practise role-playing

- Explain the situation. Tell Ss to use the language in the box and the vocabulary from Exs 1 and 3 to help them make exchanges in pairs following the example.
- Monitor the activity around the class and then ask some pairs to share their exchanges with the rest of the class.

Suggested Answer Key

A: *I can't stand my ears, they are too big.*

B: *What are you talking about? There is nothing wrong with your ears.*

A: *I wish my hair wasn't so frizzy.*

B: *Don't worry, you look great!*

A: *I really hate my nose. I wish it wasn't so pointed.*

B: *Your nose is absolutely fine. What are you talking about?*

5 **Aim** To learn the pronunciation of /ea/

- Play the recording with pauses for Ss to repeat either chorally or individually.
- Pay attention to Ss' pronunciation and correct as necessary.

Across Cultures

1 **Aim** To introduce the topic through pictures; to read for gist

- Direct Ss' attention to the pictures and elicit what they think the special days they show are about.
- Allow Ss time to read through the texts and find out.

Suggested Answer Key

These special days are about the end of school days for American and Russian secondary school students. The two articles explain the rituals that are usual in the American High School Graduation, and the Russian Last Bell celebration.

2 **RNE Aim** To read for cohesion and coherence; to practise word formation; to practise verb tenses

- Explain the task. Allow Ss time to read the texts and complete the gaps with derivatives of the words in brackets or the correct tense forms of the verbs in brackets.
- Remind Ss to read the completed texts for cohesion and coherence and then check Ss' answers.

Answer Key

1 *connected* 4 *to remind* 7 *is held*

2 *have completed* 5 *symbolises*

3 *best* 6 *their*

- Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box.

3 **Aim** To read and listen for key information

- Ask Ss to copy the headings into their notebooks and then play the audio. Ask Ss to listen and read the texts and make notes under the headings.
- Check Ss' answers around the class.

Suggested Answer Key

Name of the celebration: *Graduation Day*

Reason: *To mark high school graduation and receive a diploma*

What people wear: *a special gown with a hood, a cap called a mortarboard, class ring*

Activities: *Go on stage and receive a diploma, (rolled up and tied with a ribbon), best student, the*

valedictorian gives an inspiring speech, photographs, family meals, parties late into the night, school yearbooks with all the students who are graduating
High School Graduation

High school graduation in America is celebrated to mark the end of high school. The students graduate with a diploma. The students wear a special outfit called a cap and gown. The gown is long and has a hood. The cap is called a mortarboard. They can also buy a class ring to wear, which reminds them of the fun that they had while at school. They go on stage to receive a diploma. Then the valedictorian gives an inspiring speech. At the end of the ceremony the students take lots of photos with their families, and they go to special family meals, and then to parties late into the night.



Name of the celebration: Last Bell Celebration

Reason: It symbolises leaving secondary school and the last school bell the students will hear in their lives

What people wear: School uniform or formal clothes/ traditional school uniform with white apron and white ribbons in their hair

Activities: School leaver carries one of the first-graders on his shoulders, while the child rings a bell, an assembly with plays, jokes and thank teachers, play in fountains of local park, attend parties all night long
Last Bell Celebration

The most important day for many Russian students is the Last Bell celebration which takes place on the 25th May every year. It celebrates leaving secondary school and symbolises the last bell that the students will hear while at secondary school. Students wear either their uniform or formal clothes. It is also popular for girls to wear a traditional school uniform with a white apron and white ribbons in their hair. One of the school leavers carries a first grader on his shoulders through the school while the child rings a bell. Then there is an assembly at which the students perform plays, tell jokes and say thank you to their teachers. After school the students play in the fountains at local parks, and then they attend parties that can go on all night long.

4   **To give an inspiring speech**


- Explain the situation and the task and allow Ss time to consider their answers and write an inspiring speech including all the points in the rubric.
- Ask various Ss to give their speech in front of the class.
- Alternatively, assign the task as HW and ask Ss to give their speeches in the next lesson.

Suggested Answer Key

I am honoured to have been chosen to give a speech today. I am speaking for myself, as a final year student of our school, Shortbank High School. I am also speaking for my fellow students today as we share this special day. It represents the end of the long process we have experienced together. We have

learned together, played together and grown up together these past five years. First I would like to thank all our teachers, from the headmistress, Mrs DeVere, to the language assistants and everyone in between. You have helped us all so much, and we are very grateful. Speaking for myself, I have not just learned the material to help me pass the exams, but also how to work well with others, and to appreciate the value of co-operation. I couldn't have done this without all the teachers and my fellow students who are here today. We have spent a lot of time talking about our future plans during the past week. I am going to study medicine at University. I am nervous and excited about this prospect. I know that I and many others here today will continue to study for many more years, but I feel that my time at this school has given me the skills to make this possible. It is with mixed feelings of sadness to be saying goodbye and happiness to be leaving that I thank everyone at Shortbank High School. I wish you all the very best in the future, and hope that our experiences together enrich your lives for a very long time. Thanks and goodbye.

CLIL TIME: PSHE

1  **To distinguish between a proverb and a quotation; to predict the content of the text; to listen and read for gist**


- Ask Ss to read the first sentence in the text and elicit that it is a quotation and elicit what Ss think it means.
- Then ask Ss to guess what they think the text will be about.
- Play the audio. Ss listen and follow the text in their books and check.

Suggested Answer Key

It is in speech marks and we know who said it (Heraclitus), so it is a quotation.

It means that things are always changing and nothing stays the same. I think the text will be about how we can manage changes that happen in our lives.

- Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box.

2  **To read for key information**

- Ask Ss to read the headings (1-8) and then to read the text again and match them to the paragraphs (A-G). Remind Ss that there is one extra heading.
- Check Ss' answers.

Answer Key

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

3 **THINK!** **Aim** To consolidate information in a text; to describe your feelings and compare present knowledge to past experience

- Explain the task and divide the class into groups. Give Ss time to discuss a past experience and describe their feelings and then talk about whether they would have faced the situation differently had they known the advice in the text.
- Monitor the activity around the class and then ask various Ss from each group to share their answers with the class.

Suggested Answer Key

When I was sixteen my family moved to a new house. We were still living in the same town but it was quite far from our original house. We had to pack up all our things, and my parents decided that it was time to throw some of our old things away. I found it very difficult to put my old toys and books in the rubbish bags to be thrown away. Even though I had a new big room, I missed my old room for a few months. I was lucky that I could still go to the same school, but I had to travel a long way every morning and evening by bus. I was glad that I didn't have to lose my friends as well as losing my childhood toys. I think that the text would have helped me, because I could have talked more about how difficult it was for me at the time. Now I am settled in my new house, and I do feel better, but I would have liked to know that in advance.

Writing

1 **Aim** To analyse a rubric

- Ask Ss to read the rubric and find and underline the key words and then answer the questions.
- Check Ss' answers.

Answer Key

- 1 An essay providing solutions to a problem.
- 2 The problems faced by teenagers when they move to another city.
- 3 my English teacher
- 4 200-250 words
- 5 formal

2 **Aim** To read for specific information

Give Ss time to read the model essay and then elicit the writer's suggestions and the examples they use from Ss around the class.

Answer Key

Suggestions

- introduce yourself to your new neighbours
- meet as many people as possible at school, not just new classmates

– meet people with common interests outside school

Examples

- It's as simple as knocking on their door and telling them who you are.
- For example, you can join after-school clubs and school sports teams.
- For instance, you could join a gym, a sports clubs, or a reading group.

3 **Aim** To substitute linking words/phrases for appropriate alternatives

- Direct Ss' attention to the underlined linking words/phrases in the article and give Ss time to read the **Useful Language** box of linking words/phrases and make suitable substitutions.
- Check Ss' answers.

Suggested Answer Key

- One solution is to = One way of solving the problem
- Secondly = Another helpful solution would be to (get to know ...)
- For example = In particular
- By doing this = As a result
- Another possible solution would be = Another helpful solution would be to
- For instance = For example
- In this way = This means that
- To conclude = All in all
- In my opinion = It seems to me

4 **RNE** **Aim** To prepare for a writing task

- Ask Ss to read the rubric and then read the solutions and the examples/results.
- Give Ss time to match the solutions to the examples/results and elicit answers from Ss around the class.

Answer Key

- 1 C 2 A 3 B

Exam Practice 7

1 **RNE** **Aim** To read for key information

- Explain the task and ask Ss to read the headings (1-6) and then give them time to read the text and complete the task.
- Check Ss' answers.

Answer Key

- A 2 B 5 C 1 D 4 E 6

2 **RNE** **Aim** To express S's opinion on the subject of the project

3 **RNE** **Aim** To practise word formation

- Explain the task and ask Ss to read the text and complete the gaps with the correct word formed from the words in brackets.
- Check Ss' answers.

Answer Key

- 1 *well* 3 *argument* 5 *helpful*
2 *annoying* 4 *relationship*

Module 8

Communication

Topic	
In this module, students will explore the topics of ways to communicate and moods & feelings.	
Module page	89
Lesson objectives: Overview of the module, to introduce key vocabulary, to analyse the facts in a pie chart Vocabulary: Modern communication (<i>send emails, upload videos, use video chat, meet friends in person, text friends, talk on the phone, texts, instant messaging & apps, social media, video games</i>)	
8a	90-91
Lesson objectives: To read for gist, to read for cohesion & coherence, to learn phrasal verbs with <i>look</i> , to explain how divers communicate underwater, to write a short message in Braille Vocabulary: Verb (<i>link</i>); Phrasal verbs (<i>look after/up/out/for/forward to, run out of</i>); Nouns (<i>jellyfish, buddy, hand signal, fist, thumb, throat, signal</i>); Adjectives (<i>underwater, clenched</i>)	
8b	92-93
Lesson objectives: To learn some/any/no/every & compounds, singular/plural nouns, articles, quantifiers and question tags, to form verbs with suffixes, to prepare a questionnaire, to prepare a pie chart, and write a paragraph analysing the facts	
8c	94-95
Lesson objectives: To talk about moods & feelings, to complete a multiple choice cloze, to learn prepositional phrases, to listen for specific information, to talk about body language, to write a leaflet about body language etiquette for a travel magazine Vocabulary: Moods & feelings (<i>happy, excited, angry, impatient, frightened, shocked, scared</i>); Body language (<i>red in the face, tapping his foot, frowning, hands on hips, eyes shining, smiling from ear to ear, as white as a sheet, shaking with fear, teeth chattering, knees knocking</i>); Verbs (<i>contribute, indicate, scratch, assess, react</i>); Nouns (<i>expert, speed, birth, gesture</i>); Adjectives (<i>powerful, aware</i>); Adverbs (<i>constantly, effectively</i>); Phrases (<i>non-verbal sign, rub eyes</i>)	
8d	96
Lesson objectives: To learn how to telephone, to listen and read for gist, to read for specific information, to act out a dialogue, to pronounce /ph/, /ps/ Vocabulary: Noun (<i>voice mail</i>); Phrase (<i>due to</i>); Answering the phone (<i>Good morning/afternoon. ... speaking. How can I help you?/What can I do for you?</i>); Leaving a message (<i>Could you ask him/her to call me back [as soon as possible]? It's He/She has got my number.</i>); Asking for information (<i>Who's calling?/Could I have your name and number, please? Can I ask what you're calling about?/ May I ask what it's regarding?</i>)	
Across Cultures	97
Lesson objectives: To read for gist, to complete a multiple choice cloze, to read for cohesion and coherence, to talk about national symbols, to write a short article about national symbols from your country Vocabulary: Verb (<i>represent</i>); Nouns (<i>symbol, phone box, scheme, community, peasant</i>); Adjectives (<i>life-saving, steaming, unofficial, cosy, fur</i>); Phrases (<i>medical equipment, spring to mind, ear flap, harsh climate</i>)	
CLIL TIME: History	98
Lesson objectives: To read for specific information, to practise lexico-grammatical forms, to read for cohesion & coherence, to talk about Morse Code, to write a message in Morse Code Vocabulary: Verbs (<i>deliver, experiment, measure, receive, lay</i>); Phrasal verb (<i>pick up</i>); Nouns (<i>electricity, distance, telegraph, operator, speed, transmission, cable, the military</i>); Adverb (<i>gradually</i>); Phrases (<i>on horseback, megabit per second, distress signal</i>)	
Writing	99
Lesson objectives: To read and analyze a rubric, to read for structure, content and specific information, to write an email giving advice to a friend	
Exam Practice 8	100
Lesson objectives: To provide extra practice for the RNE exam, to read for specific information, to ask questions based on stimulus material	

►► **What's in this module?**

Read out the title of the module *Communication* and ask Ss to suggest what they think it means. Go through the topic list and stimulate a discussion to prompt Ss' interest in the module.

Find the page numbers for

- Explain/Elicit the meaning of any unknown words, then Ss find the page numbers for the items listed.
- Ask questions to check Ss' understanding.

Answer Key

a pie chart (p. 89)

Do you make pie charts at school? Do you find them helpful for displaying information? What other sorts of charts do you know?

the Braille alphabet (p. 91)

Do you know what Braille is? Have you seen it before? Would you like to learn Braille? Why (not)?

a message written in Morse Code (p. 98)

What do you know about Morse Code? Would you like to learn it? Why (not)?

Vocabulary

1 **Aim** To present new vocabulary relating to modern communication

- Draw Ss' attention to the pictures (1-6).
- Play the audio with pauses for Ss to listen and repeat. Check Ss' pronunciation and intonation.

2 **Aim** To analyse the facts in a pie chart; to discuss modern communication of 13 to 17-year-olds in the USA

- Draw Ss' attention to the pie chart and go through the key and explain/elicite the meanings of any unknown words/phrases.
- Ask Ss to discuss the pie chart in pairs using the quantifiers in the rubric and using the example language provided.
- Monitor the activity around the class and then ask various Ss to tell the class about the ways American teens communicate.

Suggested Answer Key

Most 13 to 17-year-olds in the USA communicate with their friends by texts, instant messaging and apps. Some meet friends in person. A few people communicate through video games and social media or on the phone, but very few use video chat or email.

8a

1 **Aim** To present vocabulary relating to communicating underwater; to predict the content of the text and read for gist

- Draw Ss' attention to the pictures (1-10).
- Play the audio with pauses for Ss to listen and repeat. Check Ss' pronunciation and intonation.
- Elicit how the pictures may be related to the text and then give Ss time to read through the text and find out.

Suggested Answer Key

The drawings show a diver making signs underwater. I think the text is about communicating underwater and that is how the drawings and text are related.

2 a) **NE Aim** To read for cohesion and coherence

- Ask Ss to read the parts of sentences (1-7) and then allow Ss time to read the text again and complete the task.

Answer Key

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

- Ask Ss to use their dictionaries to look up the meanings of the words in the *Check these words* box.

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

Play the recording for Ss to listen and follow the text in their books and check their answers to Ex. 2a.

3 **Aim** To read for gist and categorise vocabulary

- Explain the task and ask Ss to read the text again.
- Elicit the answers.

Answer Key

*Four sea creatures: angelfish, jellyfish, octopus, shark
Seven body parts: hand, thumb, throat, arm, chest, fingers, legs*

4 **Aim** To consolidate comprehension of key vocabulary in context

- Explain the task and give Ss time to complete it referring to the text if necessary.
- Check Ss' answers.

Answer Key

1 *misunderstand* 4 *shout*
2 *reply* 5 *announce*
3 *whisper* 6 *argue*

5 **Aim** To consolidate vocabulary from a text

- Explain the task and give Ss time to complete it referring back to the text as necessary.
- Check Ss' answers.

Answer Key

- | | |
|------------|-----------------|
| 1 speaking | 4 fright |
| 2 language | 5 communication |
| 3 contact | 6 expressions |

6 **Aim** To present and practise phrasal verbs with look

- Read out the box with the phrasal verbs and their definitions.
- Then give Ss time to use them to complete the sentences.
- Check Ss' answers.

Answer Key

- | | | |
|--------------|-------|-------|
| 1 after | 3 out | 5 for |
| 2 forward to | 4 up | |

7 **Aim** To give a monologue explaining how divers communicate underwater; to consolidate information in a text

- Allow Ss time to read the text again if necessary and refer to the pictures.
- Then ask individual Ss to come up in front of the class and explain how divers communicate underwater using the beginning provided.
- Record Ss' monologues and give feedback.

Suggested Answer Key

There are certain signs which are used to communicate underwater. Firstly, to show you're going up, make a fist and use your thumb to point up. In the same way, to show you're going down, make a fist and use your thumb to point down. If you run out of air, make a cutting signal in front of your throat. To signal 'Danger!', hold your arm out with a clenched fist. To show that you are cold, cross your arms in front of your chest. If you see an octopus and you want to tell your buddy, link your thumbs together and hold out eight fingers like octopus' legs.

8 a) **Aim** To present the Braille alphabet

Ask Ss to look at the Braille alphabet and elicit from various Ss what we use it for.

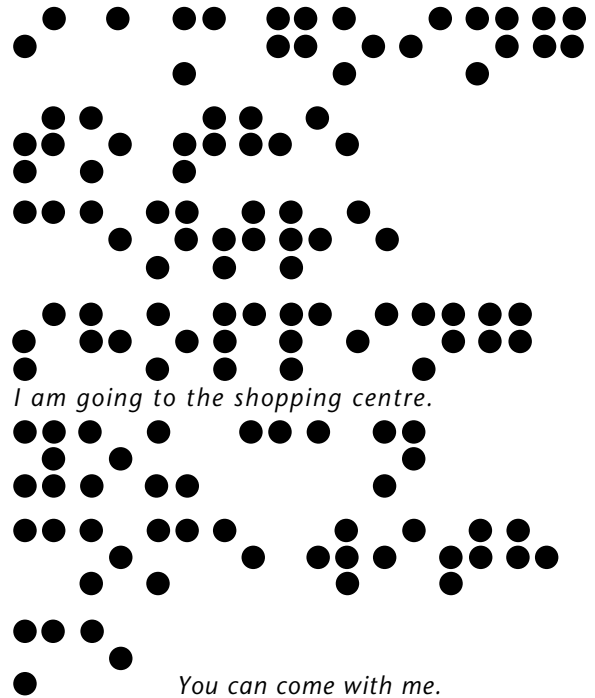
Suggested Answer Key

The Braille alphabet is used by blind people as they feel the dots as bumps on the page with their fingers.

b) **Aim** To write a short message in Braille

- Explain the task and allow Ss time to use the alphabet to write a short message to their partner.
- Ask Ss to exchange messages and read them. Ask various Ss to share their messages with the class.

Suggested Answer Key



8b

1 **Aim** To present/practise some/any/no/every & compounds

- Read out the theory box.
- Explain that for people we use *someone/somebody* in affirmative statements, *no one/nobody* in negative statements and *anyone/anybody* in negative and interrogative sentences. For *things/places* we use *something/somewhere* in affirmative statements, *nothing/nowhere* in negative sentences and *anything/anywhere* in negative and interrogative sentences. We use *everyone/everybody/everything/everywhere* in positive and interrogative sentences. We use *no one/nobody/nothing/nowhere* in positive statements with a negative meaning.
- Explain the task and give Ss time to complete it and then check Ss' answers around the class.

Answer Key

- 1 anybody, everyone, no one
- 2 no, everything
- 3 anything, some, something

2 **Aim** To present/revise/practise singular/plural nouns

- Explain to Ss that there are:
 - countable nouns that make singular or plural verbs e.g. *The book is on the desk. The books are on the desk.*
 - uncountable nouns that always take singular verbs. (*information, advice, accommodation, money, homework, furniture, hair, jewellery, etc.*) e.g. *All the furniture is in very good condition.*
- Explain to Ss that some nouns are only followed by a singular verb. These are:
 - nouns which refer to school subjects e.g. *maths, physics, etc.*
 - nouns which refer to sports e.g. *gymnastics, athletics, etc.*
 - nouns which refer to illnesses e.g. *measles, mumps, etc.*
 - the word news. e.g. *Maths is my favourite subject. The good news is that they finally arrived safe and sound.*
- Explain to Ss that some nouns are only followed by a plural verb. These are:
 - objects consisting of two parts: **garments** (*jeans, shorts, etc*), **instruments** (*binoculars, etc*), **tools** (*scissors, etc*) e.g. *Your new jeans are very nice.*
 - nouns such as: (*police, stairs, clothes, earnings, outskirts, surroundings, congratulations, etc.*) e.g. *The police are coming.*
- Allow Ss time to complete the task and then check their answers.

Answer Key

- | | | |
|-------|------|---------|
| 1 is | 3 is | 5 isn't |
| 2 are | 4 is | 6 are |

3 **Aim** To practise articles

- Explain/Remind Ss that we use **a/an** with singular countable nouns when we talk about a person, thing or animal in general and that we use **the** with singular or plural nouns when we talk about something specific, or when we mention it for the second time.
- Explain/Remind Ss of the some of the times when we use **the**: – with nouns when talking about something specific or something that has already been mentioned. (*I caught a bus home. The bus broke down.*); with the names of rivers (*the River Nile*), groups of islands (*the Channel Islands*), mountain ranges (*the Alps*), deserts (*the Sahara Desert*), oceans (*the Pacific Ocean*), countries when they include words such as *States, Kingdom, Republic (the United Kingdom)*, with the names of musical instruments (*the drums*); families (*the Smiths*) and nationalities ending in *-sh, -ch* or *-ese (the French)*; with the words *morning, afternoon* and *evening*; with superlative forms.

- Explain/Remind Ss of the following times when we do not use **the**: – with uncountable and plural nouns when talking about something in general. (*Computers are everywhere.*); with proper names, months and days of the week. (*Liam's birthday is in April.*); with languages (*She speaks Spanish.*) with the names of countries (*Spain*), streets (*New Street*), parks (*Hyde Park*), cities (*London*), mountains (*Everest*), individual islands (*Kos*), lakes (*Lake Como*) and continents (*Africa*).
- Ask Ss to read the text and fill the gaps with *a/an* or *the* where necessary.

Answer Key

- the (superlative)
- the (something specific)
- (name of shop)
- an (singular countable nouns when we talk about them in general)
- the (countries when they include words such as Kingdom)
- (language)
- a (how often somebody does something)
- the (the word morning)
- an (singular countable nouns when we talk about them in general)
- The (nationality ending in -ese)
- a (the verb have [got])
- (the word home when we talk about our own home)
- the (something specific)
- the (the word only used as an adjective)
- (the word work)
- (country)
- the (Mrs Smith went to the school as a visitor, not as a student)
- the (desert)

4 a) **Aim** To present quantifiers

Read the questions aloud and elicit answers from Ss around the class.

Answer Key

- with countable nouns: *several, few, all, many, a few, some, a lot of, every, each, not any/no*
 with uncountable nouns: *all, some, little, a lot of, a little, not any/no*
 These words are used for describing the quantity of something.
- few/a few, several, many, all
 - little/a little, some, a lot of, every
 - not any/no, each

b) **Aim** To practise quantifiers

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

Answer Key

- 1 Each 2 A few 3 Many 4 Few 5 All

5 **Aim** To present question tags

- Read out the cartoon and elicit what the question forms ask for (confirmation/agreement).
- Then explain that question tags are short questions at the end of statements to confirm sth or to find out if sth is true. We form question tags with the auxiliary or modal verb of the main sentence and the correct subject pronoun.
- Explain that when the verb of the sentence is in the present simple, we form the question tag with *do/does* and the subject pronoun. Explain that when the sentence is positive the question tag is negative and vice versa. Explain that when the question tag contains a word with a negative meaning (*never, hardly, seldom, etc*) then the question tag is positive.

Answer Key
confirmation/agreement

6 **Aim** To practise intonation in question tags

- Explain that when we aren't sure of the answer we use a rising intonation in the question tag and when we are sure of the answer we use a falling intonation in the question tag.
- Play the audio. Ask Ss to listen and complete the question tags in their notebooks and then tick the intonation.
- Play the audio again with pauses for Ss to repeat chorally and/or individually.
- Check Ss' answers.

Answer Key

1 <i>is it (sure)</i>	4 <i>haven't we (not sure)</i>
2 <i>won't you (sure)</i>	5 <i>didn't he (not sure)</i>
3 <i>aren't I (not sure)</i>	6 <i>haven't you (sure)</i>

7 **Aim** To practise forming verbs with suffixes

Read out the examples in the box and then give Ss time to complete the task and then check Ss' answers.

Answer Key

1 <i>activate</i>	3 <i>specialises</i>	5 <i>brighten</i>
2 <i>strengthen</i>	4 <i>identify</i>	

8 **Aim** Portfolio: To prepare a questionnaire; to prepare a pie chart; to write a short paragraph analysing the facts

- Explain the task and assign as HW. Tell Ss to prepare a simple questionnaire about teen communication in their country. Refer Ss to the example question. They should give the questionnaire to their classmates and then collect it and use the information to prepare a pie chart similar to the one in Ex. 2 on p. 89. Then they should write a short paragraph analysing the facts similar to the one in Ex. 2 on p. 89 using appropriate quantifiers.

- Ask various Ss to present their questionnaires and pie charts and read out their paragraphs in the next lesson.

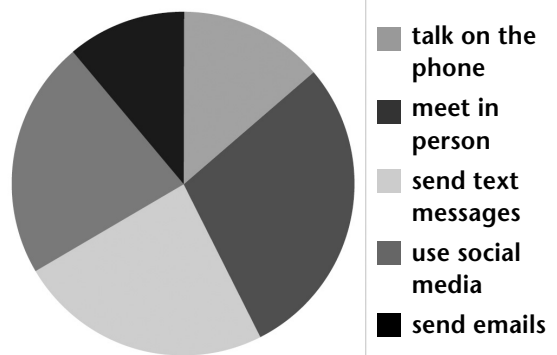
Suggested Answer Key

Questionnaire

- 1 Do you like talking on the phone?
Yes – No
- 2 Do you like meeting your friends in person?
Yes – No
- 3 Do you like sending text messages?
Yes – No
- 4 Do you like using social media?
Yes – No
- 5 Do you like sending emails?
Yes – No

Results

- 1 Yes (12) No (8)
- 2 Yes (19) No (1)
- 3 Yes (16) No (4)
- 4 Yes (20) No (0)
- 5 Yes (7) No (13)



Most teens in my class communicate with their friends using social media. It is the most popular form of communication. Many people like meeting in person and sending text messages, too. Some teens like talking on the phone, but only a few like sending emails. It is the least popular way to communicate.

8c

1 a) Aim To present vocabulary for moods & feelings

Ask Ss to look at the pictures and go through the phrases and explain or elicit the meaning of any unknown words. Elicit how each person feels and then ask various Ss to use the phrases to describe the people.

Answer Key
happy and excited – Paul
angry and impatient – John
frightened and shocked – Emma

Suggested Answer Key

John stood with hands on hips, tapping his foot impatiently. He was frowning and red in the face. Paul's eyes were shining and he was smiling happily from ear to ear. Emma was as white as a sheet. She was shaking with fear. Her teeth were chattering and her knees were knocking.

b) Aim To talk about gestures and facial expressions

Elicit the gestures and facial expressions people use in Ss' country when they feel different moods and emotions from various Ss around the class.

Suggested Answer Key

In my country, people have a lot of control over their facial expressions. We try not to express our emotions in public, but at home we are open about what we are feeling. When we are scared or shocked, we open our eyes wide. When we are angry, we raise our voices and make lots of gestures with our arms and hands. When we feel happy or excited, we smile. Russians never smile at strangers and we don't smile to be polite – we only smile when we are really happy.

2 NE Aim To complete a multiple choice cloze

- Ask Ss to read the text and for the gaps (1-5) choose from the options (1-4).
- Allow Ss time to complete the task.
- Check Ss' answers.

Answer Key

1 2 2 1 3 4 4 3 5 2

- Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box.

3 Aim To learn and practise prepositional phrases

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

Answer Key

1 of 2 to 3 for 4 of 5 to

4 NE Aim To listen for specific information

- Explain the task and ask Ss to read the statements (A-G) and underline what they think are the key words that will help them to complete the task.
- Play the audio and give Ss time to complete the task and then check their answers.

Answer Key

A F C T E F G NS
B NS D T F F

5 Aim To consolidate information in a text

- Play the recording. Ss listen and follow the text in their books.
- Elicit four things Ss learnt about body language from various Ss around the class.

Suggested Answer Key

I learnt that body language is more powerful than the words we say and the tone of our voice. I learnt that non-verbal language communicates about 50% of what we mean. I was surprised to learn that the words we say only communicate 7%. I also learnt that we don't always realise we are sending messages by our body language.

6 THINK! Aim To identify the author's purpose and make a judgement of how helpful the information is

Read the questions aloud and elicit answers from various Ss around the class.

Suggested Answer Key

The author's purpose is to inform readers about the power of body language. The information in the text can help us to be aware of our body language and how much we communicate without words.

7 Aim To write a leaflet about body language etiquette in your country

- Explain the task and allow Ss time to complete the task including all the points in the rubric.
- Ask various Ss to read out their leaflets to the class.
- Alternatively, assign the task as HW and ask Ss to share their answers in the next lesson.

Suggested Answer Key

Body Language Etiquette in Russia

They say actions speak louder than words. If you're thinking of travelling to Russia, read our quick guide to body language etiquette so you won't misunderstand – or be misunderstood!

Greeting people

- A firm handshake is the most popular way to greet people in Russia. Just remember to remove your gloves before shaking hands!
- For friends and family members, a hug or a kiss on both cheeks is a common greeting.
- Don't greet someone under a doorway – it's bad luck and some people believe you will have an argument!

Hand gestures

- Pulling your thumb across your throat means you are full up.
- Putting your arm behind your head and scratching your ear shows you are confused.
- The 'OK' sign used by divers, with the thumb and first finger, is very rude in Russia!

8d

1 **Aim** To introduce the topic

Read the questions aloud and elicit answers from various Ss around the class.

Suggested Answer Key

I usually contact my classmates by sending text messages or chatting on social media. I contact my parents by phone or by leaving them notes on the kitchen table. I contact my friends in other cities on social media and by email.

2 **Aim** To present everyday English phrases relating to communicating via phone/email

- Explain the task and give Ss time to complete it.
- Check Ss' answers and elicit or explain the meanings of any unknown words.

Answer Key

1 d 2 e 3 a 4 c 5 b

3 a) **Aim** To predict the content of a dialogue; to listen and read for gist

- Read the rubric aloud and elicit Ss' guesses as to what the dialogue may be about.
- Play the audio for Ss to listen and read and check if their guesses were correct and elicit the style of the dialogue.

Suggested Answer Key

I think the dialogue is about someone calling a business. The dialogue is formal.

- Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box.

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

- Ask Ss to read the questions and then give them time to read the dialogue again and answer them.
- Check Ss' answers.

Answer Key

- 1 Daniel is calling to speak to Helen Peters.
- 2 Helen is in a meeting.
- 3 Julie is going to let Helen know that Daniel called.
- 4 Daniel works in Marketing.

4 **Aim** To learn synonymous phrases

Direct Ss' attention to the underlined phrases in the dialogue and ask Ss to read the phrases in the list. Elicit the synonymous phrases from various Ss around the class.

Answer Key

could I speak with = can I talk to

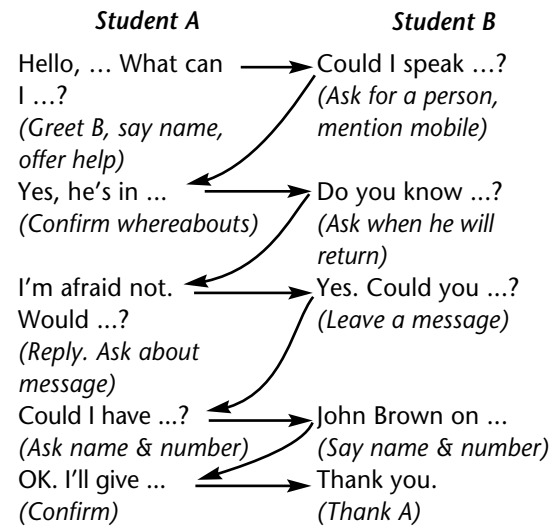
I'm afraid not = I'm sorry, I don't

Just let her know that I called = tell her I phoned

I'll give her the message = I'll make sure she gets the message

5 **Aim** To practise role-playing

- Explain the situation. Tell Ss to use the dialogue in Ex. 3a as a model as well as the useful language in the table to complete the task.
- Ss complete the task in pairs. To help Ss draw the following diagram on the board and elicit appropriate phrases Ss should use. Write them on the board. Ss can refer to the diagram while doing the task.



Suggested Answer Key

A: Hello, Alex speaking. What can I do for you?

B: Could I speak with Martin Jones, please? I called his mobile phone, but it went straight to voice mail.

A: Yes, he's in a meeting right now.

B: Oh, OK. Do you know what time the meeting is due to finish?

A: I'm afraid not. Would you like to leave a message?

B: Yes, please. Could you ask him to call me back as soon as possible?

A: Could I have your name and number, please?

B: John Brown on 7964328574

A: OK. I'll give him the message.

B: Thank you.

6 **Aim** To learn the pronunciation of /ph/, /ps/

- Play the recording with pauses for Ss to repeat either chorally or individually.
- Pay attention to Ss' pronunciation and correct as necessary.

Across Cultures

1 **Aim** To introduce the topic through pictures; to read for gist

- Direct Ss' attention to the pictures and titles and elicit Ss' guesses as to what the texts may be about.
- Then allow Ss time to read through the texts and find out.

Suggested Answer Key

I think the texts are about symbols of the UK and Russia, because red phone boxes and cups of tea are symbols of the UK, and samovars and fur hats are symbols of Russia.

2 **NE Aim** To complete a multiple choice cloze; to read for cohesion and coherence

- Explain the task. Allow Ss time to read the texts and complete the gaps by choosing from the four options for each gap.
- Remind Ss to read again for cohesion and coherence and then check Ss' answers.

Answer Key

1 2 3 3 5 2 7 1 9 2
2 4 4 1 6 4 8 1 10 3

- Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box.

3 **THINK! Aim** To consolidate information in a text

- Play the recording. Ss listen and follow the text in their books.
- Elicit three things Ss learnt about symbols in each country from various Ss around the class.

Suggested Answer Key

I learnt that there have been red phone boxes in the UK for nearly 100 years. I also learnt that the national telephone company in Britain is selling them for £1. I didn't know that the Russian fur hat was first worn by peasants in the fields.

Project

4 **Aim** To write a short article about national symbols

- Explain the task and tell Ss to work in small groups and collect information about national symbols in their country and what they mean. Tell Ss to then use their information to help them write a short article for an international students magazine.
- Assign the task as HW and ask Ss to write a short article and illustrate it with photos.

Suggested Answer Key

Russia has got many unofficial symbols, such as the samovar and the fur hat. Let's take a look at a few of them.



Matryoshka dolls are little wooden dolls that fit inside each other. They were first shown at the World Fair in Paris in 1900. They quickly became an important symbol of Russia and they are the most popular souvenir for tourists visiting this country. The word Matryoshka means 'little mother' and these dolls symbolise motherhood.

Valenki are felt boots and they are considered to be the national footwear of Russia. In the past, they were worn by Catherine the Great and other famous Russian leaders. As they are made of felt, they are very warm, but they are not waterproof, so people often used to put leather on the bottom or wear other boots over the top. These days, valenki are still worn by people in the countryside. Also, in parts of Russia, men doing their national service with the army had these boots as part of their uniform until 2013. This is because they keep your feet warm even when it's below freezing outside!



CLIL TIME: History

1 **Aim** To introduce the topic through an image

Ask Ss to look at the image. Tell them it is a type of message and ask them to guess what alphabet it uses.

Answer Key

I think the message is in Morse Code.

2 **Aim** To predict information in a text; to read for specific information

- Ask Ss to look at the picture and read the first paragraph in the text and guess the answers to the questions.
- Then allow Ss time to read the whole text and find out if their guesses were correct.

Suggested Answer Key

I think Samuel Morse was an inventor. He is famous for inventing a machine to send messages, and also because he invented Morse code.

one, though, because it won't have a guarantee. There are lots of smartphones available and I'm sure you can get one at a lower price from a shop.

Where was the Science and Technology Exhibition? Who did you go with? I bet it was really interesting! What was your favourite part?

I have to go now.

Write back,

Ilya

Exam Practice 8

1 To read for specific information

- Explain the task and ask Ss to read the questions (1-5) and the answer choices (1-4) for each one.
- Then allow Ss time to read the text and complete the task.
- Check Ss' answers.

Answer Key

1 2 2 2 3 1 4 4 5 3

2 To ask questions based on stimulus material

- Ask Ss to study the advert for a couple of minutes and then think of five questions to find out the information items 1-5 concern.
- Ask Ss to work in pairs and take turns completing the task.
- Monitor the activity around the class and then ask some Ss to share their answers with the rest of the class.

Suggested Answer Key

How much does the laptop, tablet and smartphone package cost?

What is the size of the laptop?

Is a case included for the tablet?

Does the smartphone come with a contract?

When does the special offer end?

1 Ring around Moscow

- 1 **Aim** To introduce the topic; to predict the content of the text; to read for specific information

Elicit Ss' guesses in answer to the question. Ask Ss to look at the pictures and elicit how they are related to the topic. Then allow Ss time to read the text and find out if their guesses were correct.

Answer Key

The Golden Ring cities include Vladimir, Suzdal, Ivanovo, Kostroma, Yaroslavl, Rostov and Sergiev Posad.

The Cathedral of the Nativity is in Suzdal, the Monastery of St Ipatiev is in Kostroma and the Trinity Larva of St Sergius is in Sergiev Posad.

- 2 **Aim** To practise word formation; to read for cohesion & coherence

- Explain the task and give Ss time to complete it and then ask Ss to read the text again to make sure that it makes sense.
- Check Ss' answers.

Answer Key

- | | |
|------------|---------------------------|
| 1 cultural | 4 inspiring/inspirational |
| 2 simply | 5 traditional |
| 3 famous | 6 adventurer |

- 3 **THINK!** **Aim** To express an opinion; to develop critical thinking skills

- Read the rubric aloud and ask Ss to discuss the question with their partner.
- Elicit answers from Ss around the class.

Suggested Answer Key

People should go on this tour in order to learn about Russia's past and see historic buildings and other beautiful sites. It is an easy journey by train, and it can give you the feeling that you have travelled through time.

- 4 **ICT** **Aim** To give a presentation on the Golden Ring cities

- Ask Ss to work in pairs and give them time to research online about the Golden Ring cities and what tourists can do there. Then ask 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

Vladimir has a population about 350,000 people. In the past it was the capital city, now tourism is very important. Its monuments include the Golden Gates, which are churches of white stone which, together with churches of white stone in Suzdal, are UNESCO World Heritage Sites.

Suzdal has a population of about 9,500 people. It is a tourist centre and the whole town is protected by the government. Its monuments include Spaso-Yefimiev Monastery which is now a museum, and many other churches and monasteries.

Ivanovo has a population of about 400,000 people. It is an industrial city and the center of the Russian textile industry. There are many old factories, and architecture from the 1930s.

Kostroma has a population of about 280,000 people. Its main industry is tourism. There are 500 historical monuments including monasteries, churches, chapels, civil and industrial architecture, landscape art and residential architecture.

Yaroslavl has a population of about 600,000 people. It is an industrial city with 140 monuments including the Spaso-Preobrazhensky church of Spassky monastery, Ilya the Prophet Church, The church of Iohann the Forerunner and the Tolga monastery.

Rostov Veliky has a population of about 31,000 people. Its monuments include the Assumption Cathedral as well as many monasteries around Lake Nero.

Sergiev Posad has a population of about 100,000 people. Its monuments include the Trinity Cathedral, Fortifications, the Assumption Cathedral, the Church of St Sergius, and a five tier bell with the largest bell in the Orthodox world. There are also several important museums. In July there is a festival of balloons called The Sky of St Sergius.

2 The Temple of Art

- 1 **Aim** To introduce the topic; to read for specific information

Read the rubric aloud and elicit Ss' guesses in answer to the questions. Then allow Ss time to read the text and find out if their guesses were correct.

Answer Key

The Bolshoi Theatre was built in 1805, after a fire destroyed the previous theatre, the Petrovsky Theatre. It got its name because it was large and meant for grand productions.

- 2 **Aim** To read for cohesion & coherence

- Explain the task and give Ss time to complete it. Remind Ss there is one extra sentence part that does not fit any gap.
- Check Ss' answers.

Answer Key

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

- 3 **Aim** To read for specific information; to consolidate information in a text

Ask Ss to read the text again and then ask various Ss around the class to tell the rest of the class how the names are related to the Bolshoi Theatre.

Answer Key

Prince Urusov and Michael Maddox opened the theatre so that their theatre company had a place to perform. The Petrovsky Theatre was the name of the first theatre that was rebuilt and renamed the Bolshoi Theatre.

Cinderella is the ballet that was performed on the opening night.

Joseph Bové is the architect who rebuilt the theatre after it burned down in 1805.

Alberto Caves restored the theatre after it burned down in 1853.

Tchaikovsky composed ballets that were performed at the Bolshoi Theatre.

Anna Pavlova was a ballet dancer who performed there.

4 **ICT** **Aim** To give a presentation on Tchaikovsky, Anna Pavlova, Vaslav Nijinsky and Nina Ananiashvili

- Ask Ss to work in pairs or groups and give them time to research online about the people in the rubric and find out about the points mentioned. Then ask Ss to use their information to prepare a poster with the title provided and including photos. Ask Ss to present their poster to the class.
- Alternatively, assign the task as HW and ask Ss to present their posters in the next lesson.

Suggested Answer Key**HALL OF FAME**

Tchaikovsky was born in Votkinsk, Russia, on May 7, 1840. He was one of six children. He started learning piano at the age of five. His father, Ilya, was a mine inspector and his mother, Alexandra, died when he was 14. He is considered the most popular Russian composer in history. His work includes the ballets *The Sleeping Beauty* and *The Nutcracker*. He died in St Petersburg on November 6, 1893.



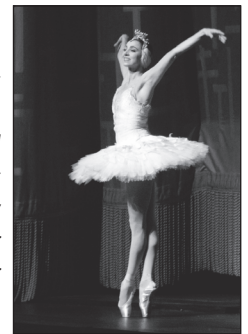
Anna Pavlova was born in St. Petersburg, Russia on February 12, 1881. She saw her first ballet at the age of 8 and decided then to be a dancer. Two years later, she was accepted at the St Petersburg Imperial Ballet School. Her mother, Lyubov Feodorovna was a washerwoman and her stepfather, Matvey Pavlov, was a reserve soldier. The identity of Anna Pavlova's biological father is unknown. She became a prima ballerina famous for her role in *The Dying Swan*. In 1911 she formed her own ballet company which was the first to tour the world. She died while on tour in the Netherlands in 1931.



Vaslav Nijinsky was born in Kiev, Ukraine, on December 28, 1889. As a child he toured with his parents and two siblings. He danced on stage for the first time at the age of 5. In 1900 he was accepted at the Imperial School of Ballet in St Petersburg. His father, Lavrentevich Nijinsky, and his mother, Eleonora Bereda, were famous dancers who had their own dance company. He is considered one of the most important male ballet dancers of all time. He also worked as a choreographer. He died in London, England, on April 8, 1950.



Nina Ananiashvili was born in Tbilisi, Georgia on March 28, 1963. She started ice skating at the age of 4, and became a champion. In 1976, she entered the Moscow Choreographic Institute after teachers there saw her dance and convinced her parents to let her enroll. Her father, Gedevan, was a geologist; and her mother, Lia Gogolashvili, was a philologist. She has two brothers. She has performed at the Bolshoi, and with many dance companies including American Ballet Theatre, the Houston Ballet and the Boston Ballet. She is currently artistic director of the National Ballet Ensemble of Georgia. She is still living.



3 Mother Volga – The Mississippi of the East

1 **Aim** To read for specific information

Read the rubric aloud and elicit Ss' guesses in answer to the question. Then allow Ss time to read the text and find out if their guesses were correct.

Answer Key

Both the Mississippi and the Volga are their country's longest rivers, and they are both culturally important. Famous writers have written about both of them.

2 **Aim** To read for cohesion & coherence

- Explain the task and give Ss time to complete it. Remind Ss there is one extra sentence part that does not fit any gap.
- Check Ss' answers.

Answer Key

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

- Read out the *Did you know?* box and elicit Ss' comments.

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

Ask various Ss to describe the Volga tour to the rest of the class.

Suggested Answer Key

You will pass Nizhny Novgorod, Kazan, Volgograd, and finally Astrakhan.

4 **ICT Aim** To give a presentation on the Volga

- Ask Ss to work in pairs and give them time to research online about the Volga River. Then ask 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

The Volga is a very important river in Russia, in terms of geography and economy.

The Volga is a large river, one of the world's greatest. It begins in the Valdai Hills northwest of Moscow, and after travelling south for more than 3,500 kilometres, it ends in the Caspian Sea. Its source is 228 metres above sea level and its mouth is 28 metres below sea level. In total, it is about 574,500 kilometres in length.

The Volga was used extensively for trade and travel in the past, and is still important to the economy today. It provides irrigation and hydropower, in addition to transport.

4 The City at the End of the World

1 **Aim** To introduce the topic; to read for specific information

Read the rubric aloud and elicit Ss' guesses in answer to the questions. Then allow Ss time to read the text and find out if their guesses were correct.

Suggested Answer Key

In Vladivostok you can visit Eagle Nest Hill, Eggersheld Lighthouse, Golden Horn Bay, Svetlanskaya Street, the Golden Bridge, parks, nature reserves, and the Pushkin Theatre.

2 **Aim** To read for cohesion & coherence

- Explain the task and give Ss time to complete it. Remind Ss there is one extra sentence part that does not fit any gap.
- Check Ss' answers.

Answer Key

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

3 **THINK! Aim** To express an opinion; to consolidate information in a text; to develop critical thinking skills

Read the rubric aloud and give Ss time to read through the text again and then elicit answers from Ss around the class.

Suggested Answer Key

Vladivostok would be a great place to go in order to be near the sea. There is beautiful scenery at Golden Horn Bay, and the chance to see seals at Eggersheld Lighthouse. There is also delicious seafood, as well as sandy beaches to relax in the sun if you visit in the summertime. But if you visit in the spring, you can see a festival called Maslenitsa instead.

4 **ICT Aim** To prepare a quiz

- Ask Ss to work in pairs or groups and give them time to research online about Vladivostok and collect information and write quiz questions.
- Then ask Ss to give their quiz to their classmates to try and complete.
- Alternatively, assign the task as HW and ask Ss to give their quizzes to their classmates in the next lesson.

Suggested Answer Key

Quiz

Answer the questions, True or False.

- | | | |
|---|---|---|
| 1 | Vladivostok is close to China. | T |
| 2 | It rarely snows in the winter. | F |
| 3 | Around 600,000 people live there. | T |
| 4 | Vladivostok has got the longest cable-stayed bridge in the world. | T |
| 5 | There are no universities in Vladivostok. | F |

Fun Time 1

- 1 hang out with friends
play video games
be in a sports club
watch TV
go shopping
do chores
surf the Net
eat out

Suggested Answers

I like to **hang out with my friends** at the park at the weekends.

When it's raining outside, I stay in and **play video games**.

My brother **is in a sports club** and plays all sorts of sports. I don't **watch TV** very often.

My sister and her friends like to **go shopping** for clothes together.

On Sundays, my brother and I **do chores** like cleaning the windows and tidying our rooms.

I like to **surf the Net** and look for funny websites.

My family and I **eat out** at a nice restaurant when we are celebrating a special occasion.

- 2 1 F (It's in New York.)
2 T
3 T
4 F (It combines physical exercise and mental ability, so it's the perfect after-school activity.)
5 F ('Peer pressure' is wanting to fit in with people your own age.)
6 T
7 T
8 F (Sunlight helps the skin create Vitamin D.)

3 Suggested Answer

- 1 Having self-confidence will help you deal with peer pressure. (T)
- 2 Ruth's uncle lives in New York. (F – He lives in Arizona.)
- 3 Jusuf's grandparents live in the same building as him. (T)
- 4 Dancing is good for the body as well as the brain. (T)
- 5 Endorphins make you feel moody. (F – Endorphins put you in a good mood.)
- 6 Yuri loves pop music. (F – Yuri is a big fan of rock and punk music.)
- 7 Jane failed her History exam. (F – Jane failed her Maths exam.)
- 8 Igor advises Jake to make a study plan. (T)

4 Suggested Answer

The singer appears optimistic, as they say that they always see the bright side and they don't give up easily. In the song we also hear that even in dark times they can hold their head up high, will always have courage and are sure they will get by.

5 Suggested Answers

- 1 Problems can often worry me.
- 2 In the bad times, I ask the people close to me for help.
- 3 I'm glad I have my family and friends to help me whenever I need them.

Fun Time 2

- | | | |
|------------|-------------|--------------|
| 1 1 spare | 5 resign | 9 occupation |
| 2 exciting | 6 skill | 10 earn |
| 3 apply | 7 volunteer | |
| 4 plumber | 8 train | |

Hidden word: experience

- 2 1 T
2 F (Video games testers do get paid.)
3 F (Charles Dickens started working in a factory at the age of 12.)
4 T
5 F (Dylan Scott Pierce enjoyed drawing sketches of lions and dinosaurs when he was little.)
6 T

3 Suggested Answer

- 1 The May Queen wears a costume of leaves. (F – The May Queen wears a crown of spring flowers.)
- 2 Dylan's paintings sell for up to \$200, 000. (F – Dylan's paintings sell for as much as \$20,000.)
- 3 Golf caddies do more than carry the golfers' clubs for them. (T)
- 4 Roberta wants to work as a video games tester. (F – Roberta wants to work as a part-time sales assistant.)
- 5 On Women's Day, men all over Russia do the household chores. (F – In some parts of Russia men do the chores on Women's Day.)
- 6 Scrooge is not happy about the clerk wanting to take Christmas Day off. (T)

- 4 The jobs mentioned in the song are: architect, actress, musician and comedian.

5 Suggested Answer

My dream job is that of a teacher. I really like learning new things and passing on this knowledge. I also like working with children, whether it's little kids or older children. Apart from teaching, the job also requires one to be: organised so that they can plan their lessons well and patient, in order to deal with more difficult students. I believe I have both these skills so I think I'll make a good teacher.

Fun Time 3

- | | | |
|------------|-----------|--------------|
| 1 1 shadow | 4 branch | 7 extinction |
| 2 search | 5 abroad | 8 improve |
| 3 break | 6 foolish | |

- 2 1 F (There were many newspapers, magazines and comics to read.)
 2 T
 3 F (Education First is a company that gives students the chance to study abroad for weeks, months or even a year.)
 4 T
 5 F (He is planning to spend a week in Dublin to improve his English.)
 6 F (She went to Africa in search of the real King Kong.)
 7 T

3 Suggested Answer

- 1 In their free time, Victorians went to the theatre. (T)
 2 It took months for Peter Cox to decide what he wanted to do. (F – He made up his mind after days of thinking.)
 3 The river boats in Moscow are red. (F – They are white.)
 4 Victorians did not have to work hard. (F – Victorians worked long hours.)
 5 Peter Cox learned about Education First from a friend. (T)
 6 There are fewer than 1,000 mountain gorillas in the world. (T)
 7 In Victorian times, popular sports included cricket, rugby and lacrosse. (T)

- 4 1 escape 4 people 7 explore
 2 take 5 today 8 learn
 3 adventures 6 visit 9 perfect

5 Suggested Answer

The message of the song is that we should leave everything behind us for a while in order to travel and have an adventure. I completely agree with this idea. We lead busy and stressful lives so taking a break in order to travel would do us good. We'd relax, have fun but also learn new things.

Fun Time 4

- 1 1 d 3 f 5 c 7 b
 2 h 4 a 6 e 8 g

Suggested Answers

- 2 A **wireless mouse** isn't attached to a computer with a cable.
 3 The **re-entry vehicle** entered the Earth's atmosphere and headed for the ocean.
 4 One advantage of the **electronic paper** is that it's light and easy to carry.
 5 Jefferson has the **language skills** required to be a good writer.
 6 You can use a **solar-panel jacket** to charge batteries.
 7 **Nerve cells** carry messages from one part of our body to another.
 8 The scientist has spent his whole career doing **rocket research**.

- 2 1 F (This is his next challenge.)
 2 T
 3 F (It is available in one colour.)
 4 T
 5 T
 6 T
 7 F (It lets you communicate with your devices from up to 9 metres away.)
 8 F (The biggest part of the brain is the cerebrum.)

3 Suggested Answer

- 1 The Nod ring comes in one size. (F – It comes in four sizes.)
 2 The Royal Observatory at Greenwich is the location of the prime meridian. (T)
 3 The cerebellum is above the cerebrum. (F – It is below and behind the cerebrum.)
 4 We can see real rocket engines in the Museum of Cosmonautics and Rocket Technology. (T)
 5 The cerebral cortex is one centimetre thick. (F – It is only a few millimetres thick.)
 6 Touchscreens are now easy to use. (T)
 7 John Harrison built the first reliable mechanical clock in the 1600s. (F – He built it in the 1760s.)
 8 The Nod ring allows you to answer your phone with one small hand movement. (T)

- 4 The song is about communicating with someone though electronic means.

5 Suggested Answer

I use modern technology to communicate with my friends. I send them text messages and pictures from my smartphone and I chat online with them from my computer. I also use my phone or my computer for instant messaging or for posting something for them to see on the social media.

Fun Time 5

- 1 Words related to arts and culture in the grid:

ACROSS: publish, playwright, singer, painter

DOWN: masterpiece, novel, fiction, actor

Suggested Answers

My brother is about to **publish** his first book.
 Shakespeare is one of the most important **playwrights** of all time.
 Shakira's unique voice makes her a great **singer**.
 Though he studied Law, Wassily Kandinsky went on to become an extraordinary **painter**.
 Da Vinci's *Mona Lisa* is generally thought of as an artistic **masterpiece**.
 The famous writer wrote his first **novel** at the age of 19.
 I prefer reading **fiction** to fantasy books.
 Apart from being a great **actor**, Leonardo DiCaprio also does a lot to help the environment.

- 2 1 T
 2 F (He died at the age of 52.)
 3 T
 4 F (Sound can travel through solid materials.)
 5 F (Each performer gives two one-minute performances.)
 6 T
 7 F (He was one of eight children.)
 8 T

3 Suggested Answer

- 1 Peterhof has more than 200 water fountains. (F – It has 147 water fountains.)
 2 Charles Dickens' father went to prison for theft. (F – He went to prison for debt.)
 3 The Air Guitar World Championships event takes place in June. (F – It takes place every August.)
 4 William Shakespeare was born in London. (F – He was born in Stratford-upon-Avon.)
 5 Charles Dickens wrote about 2,000 words a day. (T)
 6 Air guitar is a type of mime. (T)
 7 Sound waves are collected in the cochlea first. (F – They are collected in the outer ear.)
 8 The water fountains in Peterhof do not work in winter. (T)

- 4 1 mind 5 right 9 defeat
 2 free 6 bright 10 win
 3 happy 7 day
 4 world 8 troubles

5 Suggested Answer

Music makes the singer feel that they can leave their troubles behind. The singer feels free and happy when listening to music, and this is how music works for me too. Playing my favourite song over and over again can help me after a particularly bad day.

Fun Time 6

- 1 1 balanced 4 hydrated 7 junk
 2 hygiene 5 sugary 8 addicted
 3 hiking 6 caffeine
- 2 1 F (They are released while we exercise.)
 2 F (It's made up of fried eggs, bacon, sausages, baked beans and toast, and can also include black and white pudding, fried mushrooms and tomatoes.)
 3 T
 4 T
 5 T
 6 F (Haggis is from Scotland.)
 7 F (Epinephrine improves our concentration levels.)
 8 T

3 Suggested Answer

- 1 Endorphins improve a person's mood. (T)
 2 Skeletal muscles are also called smooth muscles. (F – They are also called voluntary muscles.)
 3 Exercising can boost your creativity for a full day after a workout. (F – It can boost your creativity for up to two hours.)
 4 Minestrone is a type of sticky cake. (F – It is a kind of thick soup.)
 5 A typical Russian breakfast takes time to prepare. (T)
 6 New Year's Eve in Scotland is called Hogmanay. (T)
 7 The British normally have a glass of milk at breakfast. (F – They normally have a cup of tea.)
 8 Britain's health service is called the NHS. (T)

4 Suggested Answer

The pictures show people making choices about their health: exercising and refusing sugary food. I think the song is about us trying to 'be the best' in terms of health and fitness.

5 Suggested Answer

My lifestyle is quite healthy. I get plenty of sleep and I exercise by playing sports and walking a lot every day. I also try to eat healthily, though, I must admit, I do like having junk food like chips and burgers.

Fun Time 7

- 1 1 toddler 3 infant 5 elderly
 2 middle-aged 4 teenager

Suggested Answers

- 1 I love babysitting for my cousin's two-year old **toddler**.
 2 My uncle George is **middle-aged**; he's 46 years old.
 3 When I was a two-month **infant**, I would cry all night, my mum says.
 4 My sister Jenny is 12, she'll be a **teenager** next year.
 5 I always give up my seat for **elderly** people on the bus.

- 2 1 F (It a special cap worn by graduating students in the US on graduation day.)
 2 T
 3 T
 4 F (It has photos of all the students in the year and messages from students.)
 5 T
 6 F (It refers to the feeling young people have that older people don't understand them.)
 7 F (He was a Greek philosopher.)
 8 T

3 Suggested Answer

- 1 Mehndi is an art found in Ukraine. (F – It is found in India and Pakistan.)
 2 During the Last Bell celebration girls dress up in traditional school uniform with a white apron and white ribbons in their hair. (T)

- 3 When US students finish school they receive a special letter. (F – They receive a diploma.)
- 4 It's always easy to resist change. (F – Resisting change can be painful.)
- 5 The hair from a baby's first haircut in Ukraine is burnt. (F – It is put in an envelope for safekeeping.)
- 6 Chinese people believe that lions protect children. (F – They believe that tigers protect children.)
- 7 Mehndi patterns include symbols of love and loyalty. (T)
- 8 The Last Bell celebration takes place on 25th May. (T)

4 Suggested Answer

The song is about accepting the fact that there will be changes in our lives and that we should focus on the present instead of worrying about what's to come.

5 Suggested Answer

I believe that it is very important that we plan for our future. We need to set goals and work towards reaching them. For example, people my age, including myself, should think about what we'll do after finishing school, whether we'll go on to further education or get a job. However, that doesn't mean that we shouldn't be enjoying the present. It is equally important to enjoy every moment that we live because once it's gone, we won't be able to get it back.

Fun Time 8

- 1 2 f 3 c 4 a 5 b 6 e

Suggested Answers

- 2 My grandparents and I **talk on the phone** every weekend.
- 3 I sometimes **upload videos** of the funny things my dog does on TikTok.
- 4 I **use video chat** to communicate with my friend in Italy.
- 5 I'd rather **meet my friends in person** than chat with them online.
- 6 I usually **text my friends** when I want to give them a short message.

- 2 1 T
- 2 F (Red phone boxes still exist.)
- 3 F (He developed the code in the mid-1800s.)
- 4 F (They communicate using hand signals.)
- 5 T
- 6 T
- 7 T
- 8 F (We mean they are frightened.)

3 Suggested Answer

- 1 Many varieties of tea are grown in the UK. (F – Tea isn't grown in the UK.)
 - 2 When someone taps their foot it shows that they are impatient or angry. (T)
 - 3 Very few 13 to 17-year-olds in the US use video chat. (T)
 - 4 A good Morse code operator could send or receive 50 words per minute. (F – They could send or receive 20-30 WPM.)
 - 5 Texting is the most popular way of communication among teens. (T)
 - 6 There are about 50 different hand signals that divers can use. (F – There are over 100 signals.)
 - 7 Experts say that non-verbal language communicates half of the things we want to say. (T)
 - 8 In Morse code, dots and dashes are called dos and dohs. (F – They are called dits and dahs.)
- 4 People use the expression 'keep in touch' when they want to say to someone to continue communicating with them.
Words related to means of communication in the song: call, message, email, chat online, phone, SMS.

5 Suggested Answer

To communicate with my friends I usually use my phone to text them. When I want to send them pictures or videos or links to websites, I do so by email. To chat on a daily basis with my friends or to see what they've been up to, I go on VKontakte. Using all these means to communicate with my friends means that I don't really need to use the phone at home!

Self-Check 1

- 1 1 creative 5 mental 9 Peer
 2 skills 6 fan 10 troubled
 3 immature 7 spare
 4 glad 8 positive

- 2 1 on 3 with 5 for
 2 for 4 on

- 3 1 is coming 4 yet
 2 has been doing 5 do you go
 3 does Emily live

- 4 1 always shares 6 trains
 2 has been raining 7 has already done
 3 are having 8 am moving
 4 do not think 9 suppose
 5 Is Chris working 10 has not seen

- 5 1 d 2 c 3 e 4 a 5 b

Self-Check 2

- 1 1 available 5 clerk 9 gain
 2 bad-tempered 6 earn 10 talent
 3 responsible 7 excuse 11 apply
 4 shift 8 career 12 salary

- 2 1 in 3 out 5 at
 2 in 4 up

- 3 1 mustn't 3 may 5 needn't
 2 can't 4 was able to

- 4 1 will you tell 5 sees
 2 will be recording 6 will not have corrected
 3 Will Ian have finished 7 gets
 4 will not like 8 will have been living

- 5 1 b 2 e 3 c 4 a 5 d

Self-Check 3

- 1 1 way 5 pier 9 instrument
 2 face 6 compare 10 exchange
 3 path 7 chance
 4 terminal 8 camp

- 2 1 for 3 on 5 for
 2 along 4 out

- 3 1 used to be 3 owned 5 didn't go
 2 took 4 used to hate

- 4 1 ran 6 was joking
 2 was walking 7 didn't believe
 3 hadn't seen 8 took
 4 Did you know 9 showed
 5 had always wanted 10 had been talking

- 5 1 b 2 e 3 a 4 d 5 c

Self-Check 4

- 1 1 techie 6 waterproof
 2 demonstration 7 announce
 3 application 8 assistant
 4 transparent 9 deliberate
 5 location 10 advanced

- 2 1 with 3 in 5 down
 2 on 4 on

- 3 1 hadn't helped 4 Would you take up
 2 was/were 5 hadn't spent
 3 will eat out 6 didn't feel

- 4 1 so as 3 for
 2 with a view to 4 in order to

- 5 1 If 3 When 5 If
 2 if 4 unless

- 6 1 e 2 b 3 a 4 d 5 c

Self-Check 5

- 1 1 debt 3 splendour 5 liquid
 2 magical 4 educational

- 2 1 after 3 on 5 of
 2 in 4 through

- 3 1 was published 4 be bought
 2 is visited 5 is being interviewed
 3 will be accepted

- 4 1 She is having her hair styled by the hairdresser.
 2 I will have my new sofa delivered tomorrow.
 3 Bob has had his dog trained by a professional.
 4 We have our car checked by a mechanic every six months.
 5 Ben and Ann had their photo taken by a photographer.

- 5 1 yourself 3 ourselves 5 herself
 2 himself 4 yourselves

- 6 1 such an 3 so 5 so
 2 such 4 such

- 7 1 d 2 c 3 a 4 b 5 e

Self-Check 6

- 1 1 fight 5 internal 9 digestive
 2 burn 6 temptation 10 dessert
 3 pressure 7 build
 4 course 8 treat

Self-Check Key

- 2 1 up 3 with 5 to
2 at 4 off
- 3 1 Betty said (that) they we were running low on milk.
2 Nick said (that) he preferred cooking at home to eating out.
3 Julia asked if/whether I had ever tried Zumba.
4 Maria asked whose that recipe was.
5 Ken told me not to forget to call the doctor./Ken reminded me to call the doctor.
- 4 1 Getting 5 to open 9 organising
2 do 6 consuming 10 show
3 seeing 7 to have
4 to invite 8 try
- 5 1 c 2 e 3 a 4 b 5 d

Self-Check 7

- 1 1 ceremony 5 customs 9 attend
2 safekeeping 6 question 10 tribe
3 predictable 7 privacy
4 circumstances 8 symbolise
- 2 1 into 3 on 5 of
2 on 4 apart
- 3 1 when 3 why 5 which
2 whose 4 who
- 4 1 curlier 5 closer, closer 9 worst
2 harder, higher 6 prettiest 10 bigger
3 most discreet 7 thinnest
4 better 8 responsible
- 5 1 b 2 e 3 d 4 a 5 c

Self-Check 8

- 1 1 cables 5 effectively 9 delivered
2 reply 6 community 10 scheme
3 contact 7 constantly
4 life-saving 8 signals
- 2 1 out 3 after 5 in
2 to 4 on
- 3 1 -, an 3 -, the 5 a, the, -
2 -, a 4 an, the
- 4 1 a little 3 Every 5 few
2 any 4 some
- 5 1 aren't I 3 shall we 5 have they
2 can he 4 didn't you
- 6 1 c 2 e 3 b 4 a 5 d

Module 1

➤ Exercise 5 (p. 11)

Jerry: Hi Eric. Phew, we have a lot of preparation to do for this family reunion!

Eric: Hi, Jerry. What do you mean, a family reunion?

Jerry: All my extended family are getting together. Our house will be packed with everyone living in it! It doesn't happen very often. Normally it has to be a special occasion, like a wedding, but even then not everyone can make it.

Eric: Getting together is fairly normal for my family - my older brother and sister live in the same town as me, as do my aunt and uncle. We see each other every month, if not every week!

Jerry: I don't think my family could be more spread out. My brother lives in Brazil, and my aunt and uncle and cousins live in Dubai.

Eric: Why is that?

Jerry: Well, Dubai is where my aunt and uncle work, and my brother married a Brazilian and moved to be with her. Oh, and my sister is studying at university in Berlin!

Eric: Still, it must be interesting to have family members in all these different places.

Jerry: I suppose so ... but it means that most of the time, I don't see them. I feel that in many ways, we might be growing apart. When I do meet them, they're almost like strangers.

Eric: I'm sure you're exaggerating! In any case, aren't they all on social media?

Jerry: It's not really the same, is it? I can't share their experiences in real life, which is what matters.

Eric: Do you think you will move to live or work abroad?

Jerry: No. This town isn't so bad; and I like it! I would like to have a life here, and build proper relationships with the people around me.

➤ Exercise 3 (p. 16)

Speaker A

When I was still quite young, my mum took me with her when she went running. At first, I rode along beside her on my bicycle. Now I run with her. She also puts very healthy food on the table. I see now that she did me a huge favour. I'm in all the sports teams at school and hope to be a professional athlete.

Speaker B

My dad is a mechanic. I was always fascinated by his work, and he would bring parts of old machines home for me to play with. One day he brought home an old motorbike. We worked on it for a year and made it as good as new. To be honest, he did most of it, but it was a great way to spend time together.

Speaker C

My mum and dad both love cooking. They also grow their own vegetables. They think these are things everyone should know how to do, so they made me and my brothers learn the basics. I thought it was a nuisance until I

saw the unhealthy stuff my schoolfriends eat! I'm glad I know what I'm doing in the kitchen – and the garden!

Speaker D

My dad doesn't know anything about music, but he saw that I liked it and was good at it. So he bought me a violin and paid for lessons. They weren't cheap and I know he had to work hard for the money. But when I got a place in the youth orchestra, I knew I had made him very proud.

Speaker E

My mum was once in a difficult situation. A friend of hers came to the house and was very stressed and upset. My mum was calm and friendly and talked to her for hours. Her friend was very grateful. I've never forgotten how my mum was able to make a person feel better. I try to be like that myself.

Speaker F

My mum and dad like to read books and talk about them. I thought everyone did this but now I realise this is not usual! They didn't need to make me and my siblings do the same: we did it by ourselves. They just gave us the idea that reading was grown-up – and even cool!

Module 2

➤ Exercise 4b (p. 23)

Samantha: Hello.

Dad: Hello. Samantha, is that you?

Samantha: Yes, it's me. Hi, Dad. What's up?

Dad: Well, I picked up an application for you from Clara's Café on the seafront.

Samantha: Oh, um ... thanks, Dad, but I'm not sure I really want to work in a café.

Dad: Well, I know it's not very glamorous, but you do need to get a summer job.

Samantha: Yes, but ...

Dad: Come on, I'll help you fill out the application form. Let's see. Name – Samantha Evans. Address – 16 Groves End, Brighton. Now, date of birth – 21st September, 1989.

Samantha: Dad! That's Chris' birthday! Mine is the 11th September.

Dad: Oh yes! Sorry. At least I got the month right! Telephone: 773726. And your mobile number? What is it again? I can never remember it.

Samantha: 7802756048

Dad: 7-8-0 what?

Samantha: 7-8-0-2-7-5-6-0-4-8

Dad: Good. Now, under 'education' we can put down that you've completed your GCSEs. What do you think?

Samantha: Fine, whatever!

Dad: Now, 'work experience'. You did your placement at that advertising firm in Runnymede, didn't you? What was it called again? Chester and Barnes, yes, that's right. Now what did you do there?

Samantha: Nothing much, really. Mostly made coffee.

Dad: Hmm, let's put down 'junior office assistant'. Right that just leaves 'personal qualities'. We can say you're ...

hardworking, ... reliable, and I suppose you can be polite and friendly when you want to be!

Samantha: DAD!!!

Dad: OK, OK, I was only kidding. Listen, I've written it down, (sound of rustling paper) "polite and friendly". Now, get your coat on and ...

➤ Exercise 2 (p. 28)

Are you looking for a job? Would you like to start a career in a new and exciting industry? Then the Dentonville Careers Fair is the event for you! Featuring over 100 stalls and taking place over three days, this is the second biggest careers fair in the country, so don't miss out!

The event begins on Friday the 14th at 9 am and ends on Sunday the 16th at 5 pm. On Saturday morning at 11 am, there will be a series of talks from industry leaders on how to begin a career in their fields. This is a once-in-a-life-time opportunity to get advice directly from the best in the business, so book your tickets now before they all sell out! The Dentonville Careers Fair could be the first step to getting your dream job, so come dressed to impress. Smart clothes will make you look more professional. We also recommend that you bring a CV with you to give to any potential employers. There's a list of the employers who will be there on our website, so make sure you research any jobs that you're interested in before you arrive.

Tickets are only available online, so please don't call or come into the office as we won't be able to help you. A one-day pass costs ten pounds, a two-day pass is twenty pounds and a three-day pass is twenty-five pounds. If you're booking in a group of three or more people, we can give you a group discount. Look on the website, www.dentonvillecareersfair.co.uk, for full details.

Module 3

➤ Exercise 6 (p. 35)

Speaker A

Last summer, I went to Barcelona. It's an amazing city with lots of famous sights, great nightlife, interesting museums and excellent restaurants. I went on my own and I stayed in a hostel where I made some great new friends. We hung out together a lot and we had so much fun. Actually, some of us are planning to meet up again in another European city this summer.

Speaker B

Last year, I went on a cruise around the Med with my husband for our tenth anniversary. I'd recommend it to anyone. The Greek islands are fantastic and we visited some beautiful beaches. The weather was perfect, too. But there is just so much to do on board that it wouldn't have mattered if we'd stayed there the whole time. The food was excellent and the leisure and entertainment facilities were just incredible. Now I've tried it, I'd definitely do it again.

Speaker C

I've always gone on a package holiday through a travel agent before, but this year I thought I'd try to book something myself to save money. There are so many websites these days where you can compare prices and book flight and hotels. Well, I thought I'd done a good job. The price was certainly much cheaper than through the travel agent, but when I got there I found that the hotel was miles from anywhere. I had to get a taxi or a bus every day to go anywhere so it ended up being quite expensive. I'm going back to the travel agent again next year.

Speaker D

I went on a tour of France last year and it is such a beautiful country. I thought the food alone made it worth visiting, but the countryside is just so gorgeous I had no idea. I struggled quite a bit with my limited French, though, so I need to brush up my language skills before I go again, but it was the best holiday ever.

Speaker E

The best holiday I've ever had was when I went to Florence two summers ago. I love Italian cuisine and I was not disappointed. I was there at the same time as the spring fiesta, Taste Florence, and so I got to try delicious dishes and specialties from all over the region. I put on at least 5 kilos, but it was worth it.

Speaker F

I prefer winter holidays to summer ones and the most memorable trip I've ever had was when I went to Canada three years ago. I really wanted to get away from it all so I rented a wooden cabin out in the middle of nowhere. I flew across northern Canada in a light aircraft and I saw some amazing sights. It's so beautiful and untouched in places. Then for the last leg I travelled across the snowy landscape on a sled pulled by a pack of dogs. It was the most amazing experience ever.

➤ Exercise 3 (p. 39)

Sometimes you can be rude without even trying, can't you? When I was in London last, I called a friend and we arranged to meet for coffee in the city centre at eleven the following morning. I know how much the British hate people being late, so I left my hotel with plenty of time to spare.

Unfortunately, I chose to use a bus to get there. It wasn't far, but just after I had boarded, the bus got stuck in traffic. It started and stopped, started and stopped, and the time I had arranged to meet my friend came and went. When I finally got to my stop, I jumped out and ran, but I was already half an hour late.

When I got to the café, I couldn't see my friend anywhere. I quickly described him to the waitress and she said he'd just left. I ran out of the café and down the road in the direction she'd told me he'd gone. I caught him just as he was going down into an underground train station.

He was so angry that at first he wouldn't even accept my apology! I finally calmed him down, though, and took him back to the café. I promised to pay for everything, and after his second cream cake, he was beginning to smile again! I was just relieved I'd found him.

➤ **Exercise 4 (p. 40)**

Janus: How was your holiday, Olga?

Olga: It was fantastic, thanks.

Janus: Where did you stay – in a big hotel?

Olga: Yes, actually. We wanted to stay in a hostel to keep costs down, but it was full up and we didn't find a cheap apartment.

Janus: Was it nice though?

Olga: Yes, it was.

Janus: So, you had a good time?

Olga: Great, thanks. I just wish the weather had been a bit better.

Janus: Oh dear. Was it really cold?

Olga: It was cooler than I expected, but it was the wind that was the problem.

Janus: That's a shame. Well at least it didn't rain.

Olga: That's true. But there was one unfortunate incident.

Janus: Oh dear. Don't tell me you lost your camera and you have no photos. That would be my worst nightmare!

Olga: No, someone stole my purse. Luckily, I didn't lose my passport, too. It was in the hotel safe.

Janus: Well, that's something at least. I hope there wasn't a lot of money in it.

Olga: Not an awful lot. But apart from that I had an amazing time. I visited all the main sights and museums and we ate out every night at local restaurants. The food was delicious. I would definitely go again just for that. You should go there some day.

Janus: Oh, you know me, I don't like to fly so I doubt it. I only visit other countries over land.

Module 4

➤ **Exercise 5 (p. 47)**

A: Okay, here's what I don't understand. If scientists don't know how or why a human brain has consciousness, then how can they tell if a computer has it?

B: Good question! In fact, there is a test. It's called the Turing Test. Alan Turing, the famous British computer scientist, came up with it in 1950. It's very simple, actually. You sit at a computer and type in general questions, such as 'what's the weather like today?' or 'what does ice-cream taste like?' Answers appear on the screen, but you don't know if they are coming from a computer or another person. You have five minutes to guess which it is. If you can't tell, and you have been talking to a computer – well, that computer passes the Turing test!

A: It seems almost too simple.

B: Yes. But Turing himself said we don't know what intelligence or consciousness is, only what it looks

like. So if a computer seems intelligent, then that's good enough.

A: Have any computers passed the test?

B: No. It's actually very difficult for them. After a few sentences, almost all computers say something nonsensical. The funny thing is, some real humans don't pass the Turing Test, either!

A: Well, that's interesting, but I'm not sure it's very useful.

B: Lots of experts agree with you. They say a real AI computer might not seem like a human at all. But there are some interesting facts that the test shows us. People said they could tell when they were talking with a computer - because it didn't make any spelling mistakes!

A: Did Turing think a computer would pass his test?

B: Yes, he wrote that it would happen by the year 2000. It was about the only thing he got wrong!

➤ **Exercise 4 (p. 52)**

Rather like a bodybuilder's muscles, the human brain can actually get bigger if it is worked hard! One of the most famous examples is found in London taxi-drivers. To get a licence, taxi-drivers must pass a test called 'The Knowledge'. They have to memorise every one of the 25,000 streets in London and be able to describe in detail a 'run' or route between any two points. It takes years of learning and practice to acquire The Knowledge and pass the test. Scientists found that London taxi-drivers have an enlarged area of their brains called the hippocampus. As you might expect, the hippocampus deals with memory and navigation. Interestingly, some other parts of the taxi drivers' brains got a bit smaller. It seems that what you gain in one part, you lose somewhere else!

Module 5

➤ **Exercise 6 (p. 59)**

Speaker A

I didn't enjoy myself very much at the Air Guitar World Championships. It's a nice idea, but because I didn't perform, I couldn't really get excited about what was going on. After all, it's not live music – it's just recorded music played on very loud speakers. So, throughout the event, I always felt like the only people having fun were the ones up on the stage.

Speaker B

When I was a teenager, I really wanted to start a rock band with my friends. So, I bought an electric guitar and started lessons. But for whatever reason, I just couldn't get the hang of it. Anyway, I thought my dream of playing live music was over until I heard about the Air Guitar Championships! The problem is, though, that it's almost impossible to get your name on the list. This is the third year I've applied and I've still not been accepted!

Speaker C

I've been playing the guitar for 20 years, and it hasn't been easy to get to the level I am now. I didn't have a natural talent, so I had to practise a lot. So, to see people cheering performers who are pretending to play the guitar ... well, it's just a bit strange to me. I attended this event last year, and I couldn't believe that talentless people were getting so much attention. Why don't they just organise a normal talent contest instead?

Speaker D

I had a great time at the Air Guitar World Championships. I didn't compete, but that didn't matter. It was great fun to be part of the audience and cheer on each of the performers. The only problem, though, was that there wasn't much to do after the event was over. You see there's not much going on in Oulu, the city where it takes place. So, after the event finished, we drove straight back to Helsinki in the south.

Speaker E

When I arrived to compete in the Air Guitar World Championships I didn't even realise the event is part of a music video festival. So, when I wasn't practising or performing, I had a great time exploring the festival grounds. I saw some really interesting music videos and met some really friendly musicians and film directors. For most people, the championships are the main event, but I was really glad to get away from all that for a while.

Speaker F

I attended this event as a spectator last year and, overall, I had a great time. It's a wonderful idea – it must be nice for ordinary people to get the chance to perform in front of thousands of people. Basically, it was just like a heavy metal concert. The music was really loud and during the performances there were lots of people under the stage. I'm used to concerts like that, but I noticed a few people who were a bit uncomfortable.

➤ Exercise 1 (p. 64)

Max: Hey, Annie! Are you OK? How come you weren't at the café on Saturday?

Annie: Oh, I had to take my little sisters to the cinema. They wanted to see that new animated film.

Max: Inside Out?

Annie: That's the one. I really didn't want to waste my Saturday afternoon watching a kid's film, but it was actually quite good.

Max: What's it about?

Annie: A girl called Riley moving to a new town. She has to leave her friends behind and start a new school.

Max: Sounds pretty dull to me.

Annie: I know, but at the same time as those outside events are happening, we also see what's going on inside Riley's head.

Max: What she's thinking, you mean?

Annie: Sort of. The makers of the film imagined everyone's brain to be like a control centre, and the people in charge are our emotions – Joy, Sadness, Anger, Fear and Disgust. It was a great film for my sisters because it explained how our memories make us feel in a way they could understand.

Max: It sounds a bit serious for a kids' film.

Annie: Well, it's a serious subject, but the film itself had some really funny parts, too. I'd definitely watch it again.

Max: Not this weekend, though. You remember we're going to see The Avengers: Age of Ultron with Mark and Paul, don't you?

Annie: Of course I do! I'm the one that booked the tickets!

Max: Oh, yeah. Well, I'll see you then. And maybe I'll take my little brother to see this Inside Out film – I know he wants to see it and I guess it doesn't sound so bad, after all.

Annie: You should. He would love it – and I bet you'll like it too!

Module 6**➤ Exercise 5 (p. 71)**

Howard: Hi, Maggie. Do you fancy eating dinner at my house this evening?

Maggie: OK, Howard, why not? I was supposed to have volleyball practice today, but it got cancelled, so I'm free. Is it a special occasion?

Howard: Well, kind of. My mum's decided that we're all going on a Mediterranean diet - so we're going to eat Mediterranean dishes all week.

Maggie: That sounds interesting! But none of your family needs to go on a diet. You're all so slim!

Howard: Well, it's not about losing weight. Mum just wants us to eat healthily. Last week, she went on a business trip to Spain, and she really loved the food there. Then, when she got back, she bought some books about the Mediterranean diet.

Maggie: So, what makes the diet so healthy?

Howard: Well, the Mediterranean diet includes lots of vegetables and fruits with some fish and dairy, too. There's very little red meat or sugary foods. So, you can get all the nutrients you need, but avoid saturated fat and sugar. And the dishes are delicious, too!

Maggie: And don't Mediterranean dishes use a lot of olive oil, too?

Howard: Yes. It's one of the main reasons the diet is so healthy. Olive oil lowers your risk of heart disease and can help your blood pressure, too. Yesterday, Dad bought a huge bottle of it at the supermarket. It was pricy, but it's well worth it.

Maggie: So, what's on the menu this evening?

Howard: Well, we're going to start with a Greek salad, and then we're having roasted chicken with potatoes. Then, afterwards, we'll have some fruit for dessert! That reminds me – I have to pass by the supermarket on my way home.

Maggie: So, what time can I show up this evening?

Howard: Well, I know that your lessons finish earlier than mine today, but if you don't mind waiting for half an hour, we could walk to my house together.

Maggie: OK, let's do that. I'll wait for you in the library and make a start on my homework.

Module 7

➤ Exercise 7 (p. 83)

Speaker A

I live with my dad and we get on really well. He's quite strict, but I don't mind, because he respects my opinions. If he tells me to do something, he always gives me a good reason. If we disagree, we always discuss the problem like adults instead of arguing about it. Of course, like any teenager, I find some of his rules annoying, but I know he only wants the best for me.

Speaker B

My family is really close. My mum and dad pay lots of attention to me and they always want us to talk our problems through together. The thing is, they don't realise I'm at the age now when I don't want to discuss everything with them. It's hard to explain this, and every time I try, we just end up having an argument. I feel bad because I know they're just trying to be understanding, but I need them to respect my privacy, too.

Speaker C

My dad is very busy at work, but he always makes sure that we spend time together at the weekends. He takes me bowling, to the cinema and to the park to play football. I know he's trying to maintain the close relationship we had when I was younger, but he needs to understand that I'm not a child anymore. I want to spend time with people my own age and do things with them instead.

Speaker D

My parents never try to discipline me or my sister. They don't ask us where we're going or tell us what time to be home. Also, they never check if we've done our homework or comment on what we wear. I used to think they were really cool, but now I feel like they're not there when we need them. In fact, I even wish they were more strict with us. I'm quite sensible, but my sister is a bit irresponsible. I think it would be good for her if someone told her off once in a while.

Speaker E

My dad is a great guy. He's really kind and generous, but he tries too hard to be cool. He listens to modern music and wears jeans and hoodies, and he uses all the latest slang words. He's fun to be around, and he's popular with all my friends, but sometimes I wish he would stop trying so hard to be my best friend and just be my dad.

Speaker F

My mum and dad have never been conservative parents; they don't believe in having lots of rules. Some people think this approach has a negative effect on children's behaviour, but actually the opposite is true in my family. My brothers and I are all very responsible and we take care

of each other, whereas some of my friends who have stricter parents are much more rebellious. I think that, when parents are too strict, their kids break the rules just to prove something.

Module 8

➤ Exercise 4 (p. 95)

Luke: Hi, Beth! How are you?

Beth: Hey, Luke! I'm feeling a bit nervous, actually. I've got an interview for a place at West Ways College in one hour.

Luke: Well done! It's a great college. Have you prepared?

Beth: That's all I've been doing for the last two weeks! I found a list of possible interview questions online and I've practiced answers to all of them.

Luke: You should be fine, then. Just try to control your nerves – you've been tapping your toes that whole time we've been talking!

Beth: Have I? I didn't notice!

Luke: That's the thing about body language; we often do things without noticing. It's important in an interview, though, so try and be aware of it.

Beth: So no toe-tapping, then.

Luke: Absolutely not! Try not to cross your legs or fold your arms, either. Experts say doing those things makes you look unfriendly.

Beth: OK. So what will make me look more friendly?

Luke: Well, when you walk into the room, smile openly and shake hands with your interviewers.

Beth: Got it.

Luke: Speak slowly and clearly, too, and think about your answers before you give them. I know you've done lots of practice, so you know what to say. Just don't let your nervousness take over and make you forget what you've practiced.

Beth: OK, I'll try to keep a clear head. Thanks for the advice!

Luke: No problem. I did a course on giving presentations at college – that's where I got all this information! Good luck with your interview, Beth – I'm sure you'll be fine!

Beth: Thanks, Luke. See you around!

Formative Evaluation Chart

Name of game/activity:

Aim of game/activity:

Module: Unit: Course:

	Students' names:	Mark and comments
1		
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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.

• talk about daily routine & free-time activities	
• talk about your family	
• ask for and give advice	
• talk about peer pressure	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write about staying healthy	
• write about your family	
• write an article about what teenagers do at the weekend	
• write an email giving advice	

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 jobs	
• compare different jobs	
• act out a job interview	
• present a festival	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write an email about your part-time job	
• write a short article about someone's job	
• write a short text about a public holiday	
• write an essay	

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 travel and types of holidays	
• discuss a person's experience	
• talk about a person's trip to see mountain gorillas	
• narrate an experience	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write a postcard describing an experience	
• write a short paragraph describing what I used to do on holiday	
• write an email about my experience in an African forest	
• write a story	

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 gadgets	
• present a device to the class	
• talk about how AI can improve our lives	
• describe a visit to a show	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write a short advert about a device	
• write a summary of a text	
• write a short text about a museum in my country	
• write an essay	

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 famous people	
• give a presentation on Charles Dickens	
• talk about a music event	
• describe a film	
• talk about how people hear	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write about my favourite writer	
• write an email about a music event I attended	
• write a short text about a cultural festival in my country	
• write an email reviewing a music album	

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 healthy living	
• talk about festivals in my country and the food we eat then	
• talk about the benefits of exercising	
• order breakfast	
• talk about the muscles in our body	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write a calendar for festivals in my country	
• write an email of advice	
• write a text comparing lunch in the UK and Russia	
• write an essay	

CODE

****** Excellent**

***** Very Good**

**** OK**

*** Not Very Good**

Student's Self Assessment Form

Module 7

Go through Module 7 and find examples of the following. Use the code to evaluate yourself.

• talk about people's appearance	
• talk about rites of passage	
• talk about a festival in my country	
• discuss the generation gap	
• express complaint & reassurance	
• give a graduation speech	
• discuss how to cope with change	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write a short article about birthday celebrations	
• write a short text about the generation gap	
• write an essay providing solutions to a problem	

CODE			
**** Excellent	*** Very Good	** OK	* Not Very Good

Student's Self Assessment Form

Module 8

Go through Module 8 and find examples of the following. Use the code to evaluate yourself.

<ul style="list-style-type: none"> • talk about modern communication 	
<ul style="list-style-type: none"> • talk about how divers communicate underwater 	
<ul style="list-style-type: none"> • talk about body language 	
<ul style="list-style-type: none"> • have a telephone conversation 	
<ul style="list-style-type: none"> • talk about the Morse Code 	

Go through the corrected writing tasks. Use the code to evaluate yourself.

<ul style="list-style-type: none"> • write a short message in Braille 	
<ul style="list-style-type: none"> • write about body language etiquette in my country 	
<ul style="list-style-type: none"> • write a short article about symbols that represent my country 	
<ul style="list-style-type: none"> • write an email 	

Progress Report Cards

Progress Report Card

..... (name) can:	Module 1		
	very well	OK	not very well
talk about daily routine & free-time activities			
talk about your family			
ask for and give advice			
talk about peer pressure			
write about staying healthy			
write about your family			
write an article about what teenagers do at the weekend			
write an email giving advice			

Progress Report Card

..... (name) can:	Module 2		
	very well	OK	not very well
talk about jobs			
compare different jobs			
act out a job interview			
present a festival			
write an email about your part-time job			
write a short article about someone's job			
write a short text about a public holiday			
write an essay			

Progress Report Card

..... (name) can:	Module 3		
	very well	OK	not very well
talk about travel and types of holidays			
discuss a person's experience			
talk about a person's trip to see mountain gorillas			
narrate an experience			
write a postcard describing an experience			
write a short paragraph describing what I used to do on holiday			
write an email about my experience in an African forest			
write a story			

Progress Report Card

..... (name) can:	Module 4		
	very well	OK	not very well
talk about gadgets			
present a device to the class			
talk about how AI can improve our lives			
describe a visit to a show			
write a short advert about a device			
write a summary of a text			
write a short text about a museum in my country			
write an essay			

Progress Report Card

..... (name) can:	Module 5		
	very well	OK	not very well
talk about famous people			
give a presentation on Charles Dickens			
talk about a music event			
describe a film			
talk about how people hear			
write about my favourite writer			
write an email about a music event I attended			
write a short text about a cultural festival in my country			
write an email reviewing a music album			

Progress Report Card

..... (name) can:	Module 6		
	very well	OK	not very well
talk about healthy living			
talk about festivals in my country and the food we eat then			
talk about the benefits of exercising			
order breakfast			
talk about the muscles in our body			
write a calendar for festivals in my country			
write an email of advice			
write a text comparing lunch in the UK and Russia			
write an essay			

Progress Report Card

..... (name) can:	Module 7		
	very well	OK	not very well
talk about people's appearance			
talk about rites of passage			
talk about a festival in my country			
discuss the generation gap			
express complaint & reassurance			
give a graduation speech			
discuss how to cope with change			
write a short article about birthday celebrations			
write a short text about the generation gap			
write an essay providing solutions to a problem			

Progress Report Card

..... (name) can:	Module 8		
	very well	OK	not very well
talk about modern communication			
talk about how divers communicate underwater			
talk about body language			
have a telephone conversation			
talk about the Morse Code			
write a short message in Braille			
write about body language etiquette in my country			
write a short article about symbols that represent my country			
write an email			

1a

1 1 d 2 a 3 b 4 f 5 c 6 e

2 1 e 2 d 3 b 4 a 5 c

3 1 hang out with my friends 3 exercises
2 does chores 4 surf the Net

4 1 light up 4 spare 7 boost
2 concentration 5 huge
3 create 6 indoors

5 1 releases 4 sit 7 keeps
2 grow 5 gives 8 finds
3 improved 6 stay

6 1 memory 3 benefits 5 bedtime
2 decision 4 Experts 6 Research

7 1 the picture of good health
2 just what the doctor ordered
3 on top of the world
4 in good shape

8 1 out 2 on 3 around 4 up

9 1 in 2 at 3 in 4 for 5 on

10 (Suggested answer)

On weekdays, I go to school at 8:30am. I come home at 3:30pm and then I do my homework until 5pm. Then, I do my chores and eat dinner with my family. In the evenings, I watch TV or surf the Net. I go to bed at 10:30pm. At weekends, I stay in bed until 9:00am. I hang out with my friends at the local shopping centre and eat out at fast food restaurants. On Sundays, I play on my local football team.

1b

1 1 are playing 4 stretches
2 has done 5 isn't working
3 is eating out

2 1 do you increase 5 contain
2 haven't had 6 haven't drunk
3 am studying 7 enjoy
4 am researching 8 am starting

3 1 has been sleeping 4 Have you fed
2 haven't finished 5 Have you been getting
3 has been looking

4 1 want 5 don't have
2 are thinking 6 seems
3 are you having 7 is Kendra tasting
4 tastes

5 1 already 3 yet 5 just
2 never 4 ever

6 1 pointless 3 stressful 5 disastrous
2 various 4 effective 6 dirty

7 1 C 3 A 5 C 7 A 9 B 11 A
2 B 4 C 6 A 8 A 10 B 12 B

8 (Suggested answer)

On a typical weekday, I get out of bed at 7am. I have a shower, eat breakfast and go to school. I have lessons until 3pm. In the evenings, I do my homework, surf the Net and talk to my friends online. So far this week, I have been to netball practice and done some chores around the house. I haven't hung out with my friends or watched TV.

1c

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

2 1 rely 4 fortunate 7 upsetting
2 phase 5 rivalry 8 lively
3 globe 6 swap

3 1 ears 3 extended 5 talk
2 exception 4 smoothly 6 owns

4 1 d 2 f 3 b 4 a 5 e 6 c
1 busy lifestyle 4 truck driver
2 traditional meal 5 nuclear family
3 independent person 6 long hours

5 1 of 2 off 3 on 4 after 5 away

6 A 2 C 1 E 1 G 2
B 3 D 1 F 3

7 1 siblings 4 activities 7 loud
2 twin 5 crazy 8 dinner
3 parents 6 bedtime

1d – CLIL TIME

1 1 check out 4 window shopping
2 mainstream fashion 5 big fans
3 alternative shops 6 cool place

2 1 crowd 3 property 5 shoplifting
2 pressure 4 self-confidence

3 1 hangs out 2 fit 3 go 4 miss

4 1 What's wrong? 4 Do you think so?
2 Oh, that's terrible. 5 That would be great.
3 She'll be glad to help.

5 (Suggested answer)

- A: Hi Mischa, what's wrong?
 B: My friends are pressuring me to skip school and hang out at the park or go to the shopping centre.
 A: Oh, that's terrible. Those kids are bullies.
 B: How do I deal with it?
 A: First of all, you should tell the teacher. She'll be glad to help.
 B: I guess you're right, I'll go and see our teacher now.
 A: Do you want me to come with you?
 B: Yes, please. That would be great.

Writing

- 1 1 I am writing to my English pen-friend, Harry.
 2 I am going to answer Harry's questions about bullying and asking him about his coming ski trip.
 3 My answer should be 100-140 words long.
- 2 A 2 B 3 C 1
- 3 **Tick sentences:** 1, 2, 4, 5, 7, 8.
- 4 2, 4

5 (Suggested answer)

At home, I have to wash the dishes and tidy my room. I also have to help with the general cleaning of the house. I think you should talk to Sally and make her understand that she needs to help out too. That's what I would do. I would only talk to my parents if my sister kept refusing to do her share of the chores.

2a

- 1 Across**
 3 electrician
 5 chef
 7 tutor
 9 hairstylist
- Down**
 1 firefighter
 2 plumber
 4 receptionist
 6 lawyer
 8 clinician
- 2** 1 firefighter 4 lawyer
 2 chef 5 receptionist
 3 tutor 6 plumber
- 3** 1 available 3 rewarding 5 wage 7 work
 2 makes 4 earn 6 skills
- 4** 1 adding up 5 training
 2 applied 6 runs
 3 working 7 resigned
 4 volunteered
- 5** 1 away 2 back 3 off 4 out 5 in
- 6** 1 in 2 for 3 at 4 to 5 for

7 (Suggested answer)

A suitable part-time job for me would be working in a bookshop. This job is ideal for me because I love reading books and I always stay informed on any new books that come out. I could do this job on Friday evenings after school and on Saturdays. I would get to talk to people about books all day long!

2b

- 1** 1 ought to 3 must 5 must
 2 mustn't 4 should
- 2** 1 may/might move to new offices
 2 must have got the job
 3 can't be at work now
 4 can/could leave work early today
 5 can speak four languages
 6 can't have resigned from his job
 7 may/might reopen under new management
- 3** 1 are going to be 4 Are you going to hire
 2 will do 5 am going to buy
 3 won't have 6 is going to start
- 4** 1 will let, make 3 graduates, will start
 2 will they deliver 4 meets, will ask
- 5** 1 will still be typing 4 will have been driving
 2 will have started 5 will be skiing
 3 will not have finished
- 6** 1 decision 4 information
 2 organisation 5 impression
 3 protection 6 supervision
- 7** 1 A 3 B 5 A 7 A
 2 C 4 B 6 C 8 B

8 (Suggested answers)

- 1 I'll have passed my driving test
 2 use my mobile in class
 3 I will be having breakfast
 4 I'll take up a sport
 5 get a part-time job
 6 be rude to my little brother

2c

- 1** A 5 B 4 C 3 D 7 E 1 F 6
- 2** 1 NS 2 NS 3 F 4 T 5 T 6 F
- 3** 1 b 2 d 3 f 4 e 5 a 6 c
- 1 career opportunities 4 think quickly
 2 film character 5 save money
 3 children's parties 6 faces light up

4

H	S	F	O	W	P	D	O	P	O
R	H	L	C	A	R	E	E	R	C
E	I	L	B	G	O	A	F	Q	P
S	F	K	B	E	M	D	Y	Q	A
W	T	Z	B	O	O	L	C	L	T
R	O	V	E	R	T	I	M	E	I
K	N	W	J	R	E	N	Z	L	O
N	Q	Y	N	M	D	E	N	P	N

(Suggested answers)

- My dad works a night **shift** as a bus driver.
- Jenny earns a good **wage** working as a lifeguard.
- Last week, I got **promoted** to team manager.
- Everyone has to work fast to meet the **deadline**.
- I want to have a **career** in Hollywood one day.
- John usually finishes work at 5:00 but tonight he's working **overtime**.

- 5 1 Rivers 3 6788453 5 flowers
 2 21st 4 Jameson 6 enthusiastic
- 6 1 common 4 free 7 tired
 2 personal 5 accept 8 conditions
 3 couple 6 mornings

2d – CLIL TIME

- 1 1 c 2 e 3 b 4 a 5 d
- 1 bank holiday 4 organise concerts
 2 rural areas 5 day off
 3 special meal
- 2 1 stool 3 excuses 5 clerk
 2 slide 4 buttons
- 3 1 Come in and sit down.
 2 I have your CV here.
 3 Why do you want to work for us?
 4 I'm also a good team player.
 5 Thank you for your time.

4 (Suggested answers)

Job you are interested in	waitress
Work experience	worked in a café for last year
Why you want to work there	I like working in busy and exciting environments
Personal qualities	friendly, hard-working, punctual

- A: Welcome. Come in and sit down.
 B: Hello, nice to meet you.
 A: I have your CV here. It says you have experience waitressing.

- B: Yes, I have worked in a local café for the last year.
 A: That sounds good. Why do you want to work for us?
 B: I like working in busy and exciting environments.
 A: What qualities make you good for this job?
 B: I'm friendly, hard-working and punctual.
 A: You sound ideal for the post. I'll call you tomorrow to let you know if you have the job.
 B: Thank you for your time.

Writing

- 1 A 3 B 5 C 1 D 4 E 2

2 (Suggested answers)

Firstly, if a person enjoys what they do, they will do it well. – To begin with, job satisfaction leads to better productivity.
However, some people argue that getting a high salary motivates one to do well at work. – On the other hand, many people believe earning a high amount of money will encourage one to do their best at work.
This is not necessarily true. – This is not always the case.

- 3 1 All in all 4 Firstly
 2 For instance 5 As a result
 3 In addition 6 However

4 **Key words:** Teenagers, focus exclusively on studies, not have jobs while still at school, your opinion, agree with this statement, 200-250 words

- 1 c 2 d 3 a 4 b

5 (Suggested answer)

Many teenagers these days have part-time jobs to help them afford the things they want. Some people think that teenagers should focus exclusively on school, but I believe there are many advantages to working from a young age.
 Firstly, it is good practice for their future career. By working from an early age teens can learn skills such as punctuality, teamwork and responsibility. Secondly, teenagers can learn the value of earning their own money. As a result, they will develop good saving habits and save up money for the future.
 On the other hand, school is much more demanding these days. This means that students have more pressure and less free time available to them than the generations before them. Having a part-time job may take time away from important tasks like homework and also allow them less free time to relax and enjoy themselves. As a result, they will be too tired to concentrate on their lessons.
 Yet this is not necessarily true. Teenagers can learn how to share their time effectively between school, work and play. They can learn how to organise their schedule effectively so that they can fit everything in.

In conclusion, managing a part-time job and school can be stressful for teens but it can also teach them skills they will need later on in life such as responsibility as well as time and money management. This is why I firmly believe that it is a good idea for teenagers to work and go to school at the same time.

3a

- 1 1 adventure holiday 4 beach holiday
 2 exchange programme 5 working holiday
 3 sightseeing holiday 6 summer camp
- 2 1 pleasure 3 option 5 loads
 2 chance 4 taste
- 3 1 studied 3 improve 5 investigating
 2 made 4 wait
- 4 1 d 2 a 3 e 4 c 5 b
 1 busy 3 endless 5 chic
 2 helpful 4 thrilled
- 5 1 learn 3 experience 5 breath
 2 search 4 destination
- 6 1 for 3 out 5 up
 2 up 4 up for
- 7 1 on 3 of 5 for 7 for
 2 for 4 on 6 about

3b

- 1 1 Did you have 7 headed
 2 was talking 8 turned on
 3 went 9 did
 4 enjoyed 10 was watching
 5 was telling 11 gave
 6 were having
- 2 1 had been waiting 4 had been making
 2 hadn't shown 5 had changed
 3 had just decided 6 had been dreaming
- 3 1 were sailing 5 helped
 2 had been ringing 6 headed
 3 had taken off 7 had booked
 4 was putting up
- 4 1 used to 3 used to 5 would
 2 would 4 used to
- 5 1 A 2 B 3 C 4 C 5 C 6 B
- 6 1 A 3 C 5 B 7 C
 2 C 4 B 6 A 8 B

7 (Suggested answer)

I was waiting for the bus when I saw some money on the ground on the other side of the road. I decided to go and pick it up before it blew away. While I was waiting for the traffic to pass, someone else was walking towards it. By the time I crossed the road, they had already picked up the money and left.

3c

- 1 A 3 B 1 C 7 D 5 E 2 F 6
- 2 1 NS 2 F 3 T 4 T 5 F
- 3 1 staring 3 chew 5 facing
 2 glanced 4 making
- 4 1 fascinated 4 thrilling
 2 interested 5 shocked
 3 stunning 6 exhausted
- 5 A 4 B 1 C 3 D 7 E 6 F 2
- 6 1 countries 3 imagined 5 worrying
 2 amazed 4 creatures

3d – CLIL TIME

- 1 **Down** **Across**
 1 speedboat 2 pier
 2 passenger 3 commentary
 3 cruise 4 route
 5 terminal

(Suggested answers)

- 1 The tour guide provided **commentary** on the history of the area.
 2 The bus stopped to pick up a **passenger** waiting on the side of the road.
 3 The boat pulled into the **pier** to allow people to get off.
 4 Molly has always dreamed of going on a **cruise** down the Nile.
 5 The roar of the **speedboat** disturbed the sunbathers on the beach.
 6 Everyone has to get off the bus as it has arrived at the **terminal**.
 7 Dan decided to take a different **route** to work to see the scenery.

- 2 1 e 2 c 3 f 4 a 5 d 6 b

(Suggested answers)

- 1 Ken works **long hours** so he doesn't have much free time to enjoy himself.
 2 If I ever learned to play a **musical instrument**, that would be the saxophone.
 3 We took a **day trip** to the countryside to get away from the city for a while.

- 4 A famous opera singer will be performing at the local **music hall**.
- 5 Lena forgot her **bathing suit** so she couldn't go swimming.
- 6 Melbourne has a very extensive **railway system** which reaches every corner of the city.

- 3
- 1 But I did something really silly.
 - 2 What was the matter?
 - 3 So what did you do?
 - 4 You must have felt foolish.

4 (Suggested answers)

Where & when – Croatia, last year
 Who with – my parents
 Problem – spilt a stranger's drink
 Solution – apologised and helped clean up

- A: How was your holiday?
 B: It was great. But I did something really silly.
 A: What happened?
 B: I went to Croatia with my parents. We were in a restaurant and just as I was about to sit down, a man at the next table started shouting at me.
 A: Uh oh. What was the matter?
 B: Well it turns out, I'd accidentally knocked over his drink with my elbow as I walked past.
 A: So what did you do?
 B: I apologised straight away and helped him clean up.
 A: You must have felt foolish. I hope the rest of your holiday was better!
 B: Oh yes, I really enjoyed myself. But I was always more careful after that!

Writing

- 1 A 2 B 1 C 4 D 3
- 1 Two friends, Angie and Lucy.
 - 2 Lucy
 - 3 Para 1: setting the scene; Para 2: events leading up to the main event; Para 3: the main event; Para 4: what happened in the end, feelings.
 - 4 A Holiday Hurricane

2 (Suggested answer)

Last August, my brother Andrew and I were sailing on a yacht across the Adriatic Sea. It was a warm, sunny day and the sea was calm.

3 (Suggested answer)

As we sat on the coastguard ship, wrapped in blankets, my brother Andrew and I both felt very relieved to be alive and safe.

4 (Suggested answer)

Last August, my brother Andrew and I were sailing on a yacht across the Adriatic Sea. It was a warm, sunny day and the sea was calm.

Suddenly, the clouds turned grey and it became very windy. The yacht began to tip over and fill with water. It was sinking! Andrew and I climbed onto the side of the boat as it was disappearing into the water. Just then, we saw a boat in the distance. It was the coastguard! "Don't worry," they said, "We're here to save you!" They pulled up next to the sinking yacht and helped us on board.

As we sat on the coastguard ship, wrapped in blankets, my brother Andrew and I both felt very relieved to be alive and safe.

4a

- 1 1 printer 4 transparent TV
- 2 electronic paper 5 smart watch
- 3 solar-panel jacket

2

P	X	J	H	A	N	D	Y	S	W
N	U	M	Q	D	T	F	A	L	A
P	D	F	O	V	G	K	G	B	T
O	F	K	W	A	V	H	C	I	E
P	I	I	R	N	G	T	L	J	R
U	Z	X	Q	C	R	T	O	Z	P
L	W	I	R	E	L	E	S	S	R
A	O	B	Q	D	K	B	Y	O	O
R	B	G	Z	D	Z	G	E	U	O
D	I	G	I	T	A	L	O	J	F

- 1 wireless 3 waterproof 5 popular
- 2 advanced 4 handy 6 digital

- 3 1 c 2 f 3 e 4 b 5 a 6 d

- 1 mouse 4 website
- 2 volume 5 device
- 3 micro-technology 6 controller

- 4
- 1 communicating 4 charging
 - 2 transport 5 clicking
 - 3 scroll 6 connected

- 5
- 1 in 3 on 5 for 7 off
 - 2 out 4 in 6 of 8 In

- 6 a 2 b 3 c 1
- 1 costs an arm and a leg 3 keep an eye out
 - 2 raining cats and dogs

- 7 1 into 2 up 3 off 4 down

8 (Suggested answer)

I would like to own a solar-powered jacket because I think it would be very useful. I could charge up all of my gadgets no matter where I was. It would also save money on the electricity bill. I also think that it would be good for the environment.

4b

- 1 1 Will you come 5 would buy
 2 had been 6 have
 3 would have lent 7 doesn't work
 4 install 8 didn't cost
- 2 1 knew 5 runs out
 2 flashes 6 would use
 3 would have completed 7 hadn't fixed
 4 will get 8 will study
- 3 2 Jeremy wished he hadn't lost his phone charger. (a regret about a past event)
 3 I wish my sister wouldn't keep taking my MP3 player. (a desire for someone's behaviour to change)
 4 Clark wishes he didn't feel tired all the time. (a desire for a present situation to change)
 5 Patrick wishes he had remembered his mum's birthday. (a regret about a past event)
 6 Andrea wishes her computer wouldn't crash all the time. (a desire for a present situation to change)
- 4 1 had told 4 doesn't come
 2 would have bought 5 would you choose
 3 were 6 could have
- 5 2 She asked to see the manager in order to return a faulty mobile phone.
 3 Jane turned off her phone so that it didn't ring during the performance.
 4 Kate always records her favourite TV show so as not to miss a single episode.
 5 Bring an extra battery for your mobile in case this one goes flat.
 6 Patrick enquired at the local college with a view to enrolling in a science course.
 7 They will call a/the technician in order that he can fix their computer.
- 6 1 intercontinental 4 transatlantic
 2 extracurricular 5 extrasensory
 3 precooked
- 7 1 C 3 C 5 A 7 B 9 C
 2 A 4 B 6 B 8 A 10 A

8 (Suggested answers)

I wish my computer wasn't so slow. If my computer wasn't so slow I could play video games.
 If only I hadn't lost my friend's new email address. If I hadn't lost his address I would have sent him an e-card for his birthday.
 I wish I didn't have so much homework to do. If I didn't have to do my homework I would go online and chat with my friends.

4c

- 1 1 3 2 4 3 4 4 1 5 2
- 2 1 make 4 added 7 come
 2 announcing 5 depends
 3 built 6 working
- 3 1 b 2 c 3 e 4 f 5 a 6 d
- 1 social skills 3 main goal
 2 artificial intelligence 4 online chat
- 4 A 3 C 1 E 2 G 2
 B 2 D 1 F 1
- 5 1 games 3 users 5 text
 2 popular 4 staring 6 fits

4d – CLIL TIME

- 1 1 humble 3 location 5 house
 2 truly 4 accurate
- 2 1 balance 4 bodily 7 smoothly
 2 respond 5 deliberate 8 senses
 3 nerve 6 wonder
- 3 1 How was your trip to London?
 2 Did you do anything special?
 3 What's that?
 4 It was fascinating.
 5 It really was!

4 (Suggested answers)

Where: London
 Name of show: Robot Show
 Favourite part: programming a robot to do simple tasks
 Details about it: see different types of robots from all around the world, robot racing, robot café

A: Hi Natasha, how was your trip to London?
 B: Hi Piotr, it was great thanks!
 A: Did you do anything special?
 B: I went to the Robot Show. There were loads of things to see and do. My favourite was robot programming.
 A: What's that?
 B: It's where they let you program a robot to do simple tasks like making you a cup of tea. It was fascinating.
 A: That sounds really interesting.
 B: Yeah, it was great. There also had different types of robots from all around the world, robot racing and even a robot café.
 B: That must have been very impressive.
 A: It really was!

Writing

1 **Key words:** children under the age of 10, not have access, computers, Internet, your opinion, agree with this statement, 200-250 words

- | | |
|---------------------|-----------------|
| 1 Firstly | 4 Also |
| 2 Finally | 5 However |
| 3 On the other hand | 6 In conclusion |

2 a 1 b 5 c 1 d 4 e 3 f 2

3 1 c 2 a 3 b

4 (Suggested answer)

Technology is everywhere: in our homes, cars, schools and workplaces. We rely on it for many aspects of everyday life. Some people believe the using technology has made our lives more difficult, but I think that the majority of technology makes us happier, healthier and wealthier.

Technology has improved our lives in a huge number of ways. In the first place, technology has revolutionised the way we communicate. Nowadays it is possible to communicate instantly with anyone anywhere in the world, thanks to mobile phones and the Internet. In addition, technology is helping in the health sector. For example, surgery can now be performed using high-tech instruments and as a result more lives are saved.

However, some people argue that technology has made our lives more complicated. Should a breakdown occur, when a computer crashes for instance, it can cause chaos. This is because we have come to rely on computers so much. Furthermore, it can be said that our lives are just too full of gadgets. This means that we have the added burden of remembering passwords and PINs.

Nevertheless, despite some inconveniences, technology is a necessary part of our lives. Whether at school, at home or in the workplace, technological devices help with the smooth running of our daily lives and we use them all the time. Moreover, it is not possible to turn the clock back and live without technology. It is definitely here to stay.

In conclusion, I believe that technology is a great way of making our lives easier. Through improvements in communications and health, we can all live much better lives.

5a

- | 1 Across | Down |
|---------------|---------------|
| 3 physicist | 1 footballer |
| 4 painter | 2 actor |
| 5 businessman | 6 singer |
| 1 footballer | 4 painter |
| 2 actor | 5 businessman |
| 3 physicist | 6 singer |

- | | |
|-----------------|--------------|
| 2 1 businessman | 4 physicist |
| 2 painter | 5 footballer |
| 3 actor | 6 singer |

3 1 d 2 c 3 e 4 a 5 b 6 f

- | | |
|----------------------|---------------------|
| 1 law clerk | 4 living conditions |
| 2 entertaining novel | 5 short time |
| 3 great writer | 6 poor families |

- | | |
|---------------|---------------|
| 4 1 amusing | 4 debt |
| 2 rigid | 5 masterpiece |
| 3 self-taught | 6 factory |

(Suggested answers)

- His jokes are quite **amusing** I suppose, but not laugh-out-loud funny.
- Peter follows a **rigid** daily training schedule.
- We were amazed to discover that the concert pianist was **self-taught**.
- When the new president came to power, he discovered that his country was in serious **debt**.
- Critics described her last play as a **masterpiece**.
- Cameron works in a **factory** that produces writing materials.

- | | |
|---------------|----------|
| 5 1 published | 5 become |
| 2 remains | 6 earn |
| 3 produced | 7 Making |
| 4 following | 8 came |

- | | |
|------------------------|-------------|
| 6 1 novelist | 5 residents |
| 2 beautician | 6 comedian |
| 3 inventor | |
| 4 chairperson/chairman | |

7 1 after 2 on 3 up 4 over

5b

- | | |
|-------------------------------------|-----------------------|
| 1 1 was made | 4 Have they been sent |
| 2 is being interviewed | 5 was being prepared |
| 3 won't be held | |
| 2 1 were exhibited | 3 is located |
| 2 will be provided | 4 be parked |
| 3 2 had his wallet stolen | |
| 3 will have a/her film produced | |
| 4 have their theory tested | |
| 5 had had all the rooms redecorated | |

Workbook Key

- 4 1 myself 3 myself 5 herself
2 yourselves 4 themselves 6 himself

- 5 2 The president's speech was so inspiring that we cheered him for three minutes.
3 There are so few concert tickets left that we'll be lucky to find any.
4 The book was so interesting that it convinced me to become a writer myself.
5 Jon had so much work to do that he didn't know what to do first.

- 6 1 such an 3 such a 5 so
2 so 4 such 6 such a

- 7 1 C 3 A 5 A 7 A 9 B 11 C
2 A 4 B 6 B 8 C 10 A 12 C

5c

- 1 1 2 2 2 3 4 4 3 5 1 6 2

- 2 1 performers 3 record 5 supposed
2 bizarre 4 take 6 stage

- 3 1 thanks to 4 continent 7 attract
2 magical 5 mime
3 out loud 6 reality

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

- 5 1 boring 4 paint 7 busy
2 world 5 art 8 nature
3 buildings 6 simple

5d – CLIL TIME

- 1 1 display 3 backdrop 5 parade
2 ceremony 4 legacy 6 splendour

2

N	E	R	V	E	S	F	K	M
U	L	L	S	A	I	K	E	X
C	A	N	A	L	D	Q	A	W
O	N	O	R	I	B	B	R	Z
C	L	X	B	Q	S	U	D	U
H	C	U	O	I	O	M	R	K
L	T	D	N	D	Y	O	U	A
E	F	F	E	S	M	I	M	S
A	B	O	S	E	S	Y	T	I

- 1 nerves 3 eardrum 5 canal
2 bones 4 cochlea

- 3 1 What did you see at the cinema last night?
2 What was good about it?
3 Who's in it?
4 The special effects were amazing!
5 If you like action movies, you shouldn't miss it!

- 4 1 It's an action film.
2 The script and the plot.
3 Ben Affleck, Henry Cavill and Amy Adams.
4 The special effects.

5 (Suggested answer)

- A: Hi. What did you see at the cinema last night?
B: *X-Men: Apocalypse*. It's a new action movie. It was great!
A: I've heard others say the same thing. What was good about it?
B: The script and the plot. It's about a group of superheroes defeating a mutant.
A: Sounds exciting! Who's in it?
B: James McAvoy, Sophie Turner and Michael Fassbender.
A: I love James McAvoy! What was the best part of the film?
B: The special effects were amazing! All the fight scenes looked really realistic. I couldn't believe it!
A: Hmm, it sounds pretty good. Would you recommend it?
B: Oh yes. If you like action movies, you shouldn't miss it!

Writing

- 1 1 I am writing to my English-speaking pen-friend, Kenny.
2 I will write in an informal style because Kenny is someone I know, a friend.
3 I will write about a music album in my collection, reviewing the artist and their music. I will also ask about the famous singer Kenny met.
4 My answer should be between 100 and 140 words.

- 2 A 3 B 1 C 4 D 2

- 3 1 powerful 3 catchy tunes 5 beat
2 rich 4 lyrics 6 hit

- 4 **Key words:** English-speaking pen-friend, you bought a music album last week, who is the artist, why do you find the music album so good, ever seen the artist perform live, started piano lessons

5 (Suggested answers)

Artist & album title:	Coldplay, <i>A Head Full of Dreams</i>
Why you like the album:	catchy tunes, clever lyrics
Songs on the album:	<i>Hymn for the Weekend</i> , <i>Adventure of a Lifetime</i>
What artist is like live:	great voice, lots of lights and colours onstage

Hey Stephen,

It's great to hear from you! Let me tell you all about the music album I like so much.

It's called *A Head Full of Dreams* by Coldplay. It's great because it's full of catchy tunes and clever lyrics. The best songs are *Hymn for the Weekend* and *Adventure of a Lifetime*. I've seen Coldplay live twice. The singer has a great voice and there are lots of lights and colours onstage, so it's always a good show.

Your piano lessons sound interesting. Do you have your own piano? How many lessons will you have a week? Have you learned how to play anything yet?

Anyway, wish your sister a happy birthday from me and write back and tell me what album you chose for her.

Cheers,
Gregor

6a

1	P	V	K	P	R	Y	L	G	(H)	(S)
	U	(S)	U	G	A	(R)	(Y)	G	Y	U
	H	A	J	X	S	Q	S	K	D	F
	V	K	T	D	J	A	U	F	R	F
	J	V	I	V	A	Z	L	P	A	I
	(P)	E	R	S	O	N	A	(L)	T	C
	T	N	Z	T	I	F	U	X	E	I
	(A)	D	D	I	C	T	E	(D)	(D)	E
	R	F	U	L	A	G	R	B	H	N
	I	J	P	Y	V	R	I	W	F	(T)

- 1 1 sugary 3 personal 5 addicted
2 sufficient 4 hydrated
- 2 1 bonfires 3 main 5 preparing
2 funky 4 garland
- 3 1 lining 4 lit 7 honour
2 went 5 takes place 8 included
3 lasts 6 is serving
- 4 1 e 2 c 3 d 4 b 5 a
1 early hours 4 thick soup
2 special occasion 5 fresh vegetables
3 fireworks display
- 5 1 starter 5 recipes 9 dessert
2 spicy 6 grilled 10 fans
3 roast 7 chop
4 oily 8 mashed
- 6 1 raw 3 grate 5 bubbly
2 boiled 4 bland

- 7 1 Smoked 3 steamed 5 Bitter
2 Scrambled 4 Vanilla 6 Still

6b

- 1 1 to try 3 watch 5 to reserve
2 cooking 4 Baking
- 2 2 a to leave b leaving
3 a to take b taking
4 a meeting b to meet
5 a to cook b cooking
- 3 1 have been waiting 4 have tasted
2 be having 5 to learn
3 Having been
- 4 2 In 2001, *Fine Dining* said that Matteo's was getting more and more popular.
3 In 1996, *All Things Italian* said that new customers would love the special seafood pasta.
4 In 2009, *About Town* said that the experienced staff could deal with any requests and special orders.
5 In 1985, *Gourmet's Delight* said that the chef had created the best risotto they had ever come across.
6 In 2016, *Best Restaurant Guide* said that if you ate at Matteo's, you wouldn't be disappointed.
- 5 2 Mary complained to Steve that he was always late for dinner. / Mary complained to Steve about him/his always being late for dinner.
3 The chef forbade his assistant to change his recipe without asking him first.
4 Kate boasted that her dish had won first prize in the cooking contest. / Kate boasted about her dish winning/having won first prize in the cooking contest.
5 Ricky denied eating the last piece of cake. / Ricky denied that he had eaten the last piece of cake.
6 Olly wondered how to cook the fish.
- 6 2 Sue advised Chris to try to get more sleep.
3 Mum ordered me to turn off the computer immediately.
4 Paul suggested stopping for a bite to eat.
5 They begged their mum to let them have some ice cream before dinner that night.

- 7 1 B 3 A 5 B 7 C 9 A 11 C
2 C 4 C 6 A 8 B 10 C 12 A

6c

- 1 A 4 B 5 C 2 D 7 E 1 F 6
- 2 1 encouraging 4 Focusing
2 motivate 5 motion
3 shape 6 involved

3 1 builds 3 boost 5 released
2 fighting 4 burning

4 1 temptation 3 disease
2 benefits 4 pressure

5 1 on 2 at 3 to 4 in 5 at

6 1 on 3 away 5 aside
2 off 4 up with

7 A 2 C 3 E 3 G 2
B 1 D 2 F 1

8 1 busy 3 desk 5 walking
2 tips 4 seconds 6 sounds

6d – CLIL TIME

1 1 pancakes 3 cottage 5 open
2 baked 4 treat 6 light

2 1 hormones 4 pump 7 beats
2 internal 5 digestive 8 directions
3 bones 6 require

- 3 1 What can I get you?
2 I think I'd prefer something more filling.
3 Of course.
4 No, thank you.
5 I'll be back with your order soon.

4 (Suggested answer)

- A: Good morning. What can I get you?
B: I'd like something for breakfast, please. I'm not too late, am I?
A: No, not at all. We have a special offer on cooked breakfasts today. Fried bacon, sausage and tomatoes or scrambled eggs on toast for just 6.
B: That sounds lovely but I just want something light. Can I have a bowl of cereal with some milk and a fresh fruit topping?
A: That's no problem. We have apricots, pineapple and strawberries.
B: Hmm, I'd like a few strawberries to go with it, please.
A: Certainly. Would you like some toast as well?
B: Yes, please. With some jam and butter.
A: And what would you like to drink?
B: A cup of tea, please.
A: OK. Can I get you anything else?
B: No thank you.
A: Great. I'll be back with your order soon.

Writing

- 1 1 I will discuss the advantages and disadvantages of hiring a personal trainer.
2 I should use a formal style.
3 My essay should be between 200 and 250 words.

2 **Para 2:** 1st pro with justification/example; 1st con with justification/example

Para 3: 2nd pro with justification/example; 2nd con with justification/example

Para 4: 3rd pro with justification/example; 3rd con with justification/example

Para 5: general summary of topic; writer's opinion

3 (Suggested answers)

Para 2: Firstly: To begin with; Moreover: Furthermore; However: Nevertheless

Para 3: Secondly: In addition; For example: For instance; On the other hand: Nevertheless

Para 4: Finally: Lastly; Nevertheless: On the other hand

Para 5: All in all: On the whole

4 (Suggested answers)

Pros

exercise in the privacy of your own home – good for shy people or people who might not be in the mood for socialising

work out whenever you want – can fit exercise in around your individual schedule; don't have to worry about fitting in a gym class after school/work

save on money spent on gym membership – gym membership quite expensive; no refunds if you miss a session

Cons

working out alone can get lonely – some people only really enjoy doing exercise in company; need the encouragement and support of others

more likely to skip sessions – not accountable to anyone; tempted to go out somewhere for the evening instead

equipment can be very expensive – a full range of machines is not affordable to everyone; otherwise difficult to exercise all parts of the body

5 (Suggested answer)

There is a growing trend amongst fitness fans to set up a fully equipped gym at home. But what are the advantages and the disadvantages of this?

Firstly, we should consider the social aspect. A home gym allows one to exercise in the privacy of one's own home. This is good for shy people or people not keen on socialising. However, it might also be lonely. Some people enjoy working out in company. In particular, they look to others for encouragement and support.

Secondly, there is the matter of convenience. A home gym means people work out whenever they want. Exercise can be fitted in around one's individual schedule. For example, there would be no rushing to a gym class after school or work. However, it would also be easier to skip sessions. Since one is not accountable to anyone, it might be tempting to go out somewhere for the evening instead.

- 4 1 the most interesting 4 better
2 the fastest 5 the least
3 more lively/livelier 6 more difficult than

- 5 1 easier 5 more skilled
2 friendlier 6 better, better
3 athletic 7 colder
4 more talented 8 the heaviest

- 6 1 immature 4 incapable
2 impossible 5 illogical
3 inappropriate 6 insensitive

- 7 1 B 3 C 5 B 7 A 9 B 11 A
2 A 4 C 6 A 8 B 10 C 12 C

8 (Suggested answer)

Jess, who lives next door to me, is my best friend. Jess and I hang out with Mary, whose father owns the local grocery shop. Jess is taller than Mary, but Mary is slimmer. Jess' hair is as long as Mary's but it's much darker and curlier. Jess is also more athletic than Mary. She belongs to the football club which won the regional championships last year. Mary, who is very artistic, paints the most amazing portraits I've ever seen by an amateur artist.

7c

- 1 1 older 3 was growing 5 lives
2 had been 4 first 6 best

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

- 3 1 share ... interests 4 problems arise
2 ignore ... needs 5 tell ... off
3 respect ... privacy 6 have arguments

- 4 1 identity 3 approach 5 talk
2 question 4 break 6 respect

- 5 **Across** **Down**
1 helpful 2 understanding
3 cooperative 4 demanding
5 distant 6 discreet

- 1 demanding 3 conservative
2 discreet 4 distant

- 6 1 about 3 on 5 in
2 on 4 out of

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

- 8 1 important 4 board 7 chance
2 learn 5 whole 8 discuss
3 fix 6 meal

7d – CLIL TIME

- 1 1 ceremony 4 cap 7 yearbook
2 assembly 5 diploma
3 inspiring 6 ribbon

- 2 1 flexible 3 reaction 5 resist
2 dread 4 fall 6 predictable

- 3 1 You don't look very happy.
2 I really can't stand my hair.
3 It's horrible!
4 I don't know what you're talking about.
5 There's nothing wrong with the way you look.

4 (Suggested answer)

- A: Hi Brenda. You don't look very happy.
B: What do you mean?
A: You seem to be really down today.
B: I really can't stand my mouth. It's too big.
A: Don't be silly. Your mouth is absolutely fine.
B: And I wish my hair wasn't so curly. It's really horrible.
A: I don't know what you're talking about. You look beautiful.
B: Really? I feel so awkward and ugly.
A: Don't worry. I think you look great!
B: Thanks, that's really kind.
A: I really mean it!

Writing

- 1 **Key words:** common teen problem, always being short of money, write an essay, providing solutions to the problem, 200-250 words

- 2 A 3 B 1 C 2 D 5 E 4

- 3 1 To conclude
2 Therefore
3 One obvious solution
4 Another helpful suggestion
5 By doing this
6 In my opinion
7 For example
8 As a result
9 It would also be a great idea for teens to

- 4 **Tick sentences:** 1, 3, 5.

5 (Suggested answer)

Writing exams, especially important ones, can put teenagers under great pressure and stress. Many feel unable to cope. In fact, though, having a revision strategy and a healthy lifestyle can make a big difference, as can a positive attitude.

One solution is to plan exam revision. A timetable should be carefully drawn up and followed. By doing this, teens will make more effective use of their study time and, as a result, they will get more done.

Secondly, teenagers should improve their lifestyle. Eating healthily and sleeping well are vital factors in exam performance. For example, teens should avoid junk food and go to bed at a reasonable time. As a result, their brains will be far more alert and they will study better.

It would also be a good idea to work on developing a positive attitude. Instead of worrying about failure, teenagers should make a daily list of the positive things they have achieved so far. It could be getting high marks for an essay but it could also be coming first in a sports team. In this way, they will focus on their strong points and develop a calm, confident approach to sitting exams.

In conclusion, there are a number of things teens can do to relieve exam pressure. I believe that planning their revision, taking care of their physical health and thinking positively are three key factors in exam success. Students who follow these guidelines will feel the benefits.

8a

- 1 1 text 3 using 5 uploaded
2 send 4 talking 6 meet
- 2 1 d 2 b 3 a 4 c 5 e
- 1 scuba divers 4 clenched fist
2 sign language 5 underwater walkie-talkies
3 hand signals

3

T	I	Q	E	M	W	Z	M	C	P
H	I	T	X	W	Q	A	V	Z	A
R	J	H	A	F	I	W	C	X	L
O	S	U	H	I	S	H	D	Z	M
A	E	M	S	N	D	N	Z	Y	D
T	J	B	B	G	J	Q	B	K	X
F	Z	P	L	E	U	B	F	E	A
D	P	J	A	R	M	S	F	J	O
N	C	H	E	S	T	U	J	Y	J
L	Q	Z	Z	S	H	N	L	S	D

- 1 chest 3 throat 5 arms
2 palm 4 thumb 6 fingers
- 4 1 speaking 3 urgent 5 fright
2 reply 4 shouting
- 5 1 hand 3 communication 5 contact
2 language 4 expressions 6 buddy
- 6 1 clench 3 link 5 whisper
2 misunderstand 4 argue 6 cross
- 7 1 of 3 to 5 of
2 of 4 out 6 among

- 8 a up c forward to e after
b out d for
- 1 have been looking forward 4 am looking for
2 look out 5 look after
3 look up

9 (Suggested answer)

I prefer to communicate with my friends face-to-face. I think it is good to make the effort to meet up with each other. It is also easier to see what sort of mood they are in when we are face-to-face.

8b

- 1 1 Every, something 5 Someone, no
2 Everyone, somewhere 6 some, any
3 something 7 anyone
4 anywhere, anything, nothing
- 2 1 was 2 them 3 is 4 are 5 is
- 3 1 the 3 a 5 - 7 - 9 an
2 a 4 the 6 a 8 a 10 an
- 4 1 lot 3 many 5 few
2 any 4 a little 6 All
- 5 1 is it 6 will you/won't you
2 aren't I 7 aren't they
3 haven't you 8 didn't we
4 won't he 9 are we
5 will you 10 shall we
- 6 1 realised 3 harden 5 assassinate
2 originated 4 simplify 6 modernise
- 7 1 A 3 C 5 C 7 A 9 B 11 B
2 A 4 A 6 B 8 C 10 C 12 C

8c

- 1 1 3 3 1 5 4 7 3
2 1 4 2 6 2
- 2 1 knees 3 foot 5 teeth
2 ear 4 eyes 6 face
- 3 1 b 2 d 3 c 4 a 5 e 6 f
- 1 smiles openly 4 opened her arms
2 Clearing your throat 5 send out messages
3 rubbing your eyes 6 react effectively
- 4 1 indicate 3 assess 5 frown
2 birth 4 non-verbal 6 powerful
- 5 1 to 2 to 3 of 4 of 5 for
- 6 A 2 C 2 E 3 G 1
B 1 D 1 F 3

- 7 1 touch 3 flat 5 online
2 contact 4 answering 6 technology

8d – CLIL TIME

- 1 1 pick up 3 deliver 5 measure
2 transmit 4 laid 6 receive
- 2 1 harsh 3 represents 5 symbol
2 springs 4 steaming

- 3 1 e 2 f 3 d 4 a 5 c 6 b

(Suggested answers)

- 1 The sinking boat sent a **distress signal** to the coastguard.
2 I invited all my **loved ones** to my birthday party.
3 The doctor got the **medical equipment** out of the cupboard.
4 A **telegraph operator** in the past used Morse code to send messages.
5 Danny was looking for a **phone box** so he could ring his mum.
6 All the children sang the **national anthem** during assembly.

- 4 1 a 2 b 3 b 4 b

- 5 1 What can I do for you?
2 I'm afraid he's out at the moment.
3 No, it's OK.
4 Just let him know that I called, please.

6 (Suggested answer)

- A: Hello, is that Mr Kuzmich?
B: Yes, it is. Who's speaking, please?
A: It's Bogdan, Fyodor's friend.
B: Oh, hello Bogdan. What can I do for you?
A: I was hoping to speak to Fyodor, if he's around.
B: I'm afraid he's out at the moment.
A: Could you ask him to call me back?
B: Yes, of course. Would you like to leave your number?
A: He already has it.
B: Very well. I expect he'll call you back when he gets in.
A: Thanks, Mr Kuzmich.

Writing

- 1 1 T
2 F – I have to write an informal email because I am writing to a friend.
3 T
4 F – I should ask Freya about the teacher she ran into.
5 F – My answer should be between 100 and 140 words.

- 2 1 He greets Freya and says his reason for writing.
2 Ivan asks questions in the third paragraph.
3 Ivan ends the email by making some closing remarks and then signing off.
4 In the second paragraph, Ivan answers Freya's questions.

- 3 **Key words:** received email from English-speaking pen-friend, what use mobile for, how much spend on phone, should I buy older model, Gadgets & Communications Exhibition, Friday, write an email, answer questions, ask 3 questions about exhibition, 100-140 words

4 (Suggested answer)

Hey Jessica,
How's things? Let's talk about what phone you should buy!
I usually use my mobile for texting and making calls. I don't go online through my phone because the Internet service is too expensive. Personally, I wouldn't spend too much on a new phone because new and better models come out all the time. But if you want to have Internet on your phone, I don't think you should buy an older model because it might not support everything you want to use it for. You can buy new models that are quite cheap though!
The Gadgets & Communications Exhibition sounds great! How much are tickets? Where is it? What time does it start?
Write back and let me know so we can arrange a visit to the exhibition.

Cheers,
Anastasia

Grammar Bank 1

- 1 1 don't believe 5 finds
 2 keep 6 starts
 3 releases 7 Do you exercise
 4 swims 8 He doesn't get

2 (Suggested answers)

- 1 I sometimes watch TV till late at night.
 2 I rarely go shopping during the week.
 3 I often surf the Net when I have nothing else to do.
 4 I usually eat out with my family on my birthday.
 5 I always do my chores on Sunday morning.
 6 I never play video games.
 7 I usually study my lessons right after I come back from school.
 8 I seldom hang out with my friends at the park.

- 3 1 d 2 f 3 a 4 c 5 e 6 b

- 4 1 Are you coming, am staying
 2 Are you making, am dancing
 3 Is Leo playing, is researching
 4 is always making, is coming over

- 5 1 are staying 4 'm trying
 2 eats out 5 is coming over
 3 departs 6 sleep

- 6 1 practises 4 Is your mum driving
 2 do you like 5 is limping
 3 takes off 6 improves

- 7 1 a is b are being
 2 a is looking b looks
 3 a don't see b Is Brenda seeing
 4 a tastes b is tasting
 5 a appears b is appearing

- 8 1 tastes, cooks
 2 Does she live, is staying
 3 Do you know, think
 4 Are you working, am visiting
 5 does it take, am walking

- 9 1 'm getting 7 need
 2 starts 8 meet
 3 have 9 opens
 4 takes 10 think
 5 's raining 11 'm returning
 6 is coming 12 miss

- 10 1 Have you lost 6 's done
 2 've become 7 've given up
 3 've started 8 haven't had
 4 's persuaded 9 haven't missed
 5 've built up 10 Have you thought

- 11 1 've been in 4 have gone to
 2 's gone to 5 've been in
 3 've been to

- 12 1 has been surfing – an action that started in the past, lasted for some time and is still continuing
 2 has been doing – an action that started in the past, may or may not have finished and has a visible result in the present
 3 have been listening – an action that causes annoyance or irritation
 4 has been sleeping – emphasis on the duration of an action that started in the past, lasted for some time and is still continuing
 5 have been driving – an action that started in the past, lasted for some time and is still continuing
 6 has been walking – an action that started in the past, may or may not have finished and has a visible result in the present

- 13 1 've been tidying
 2 has left, has been studying
 3 've been working, 've planted
 4 have been calling
 5 has bought

Grammar Bank 2

- 1 1 h 3 d 5 j 7 a 9 l 11 e
 2 b 4 k 6 l 8 c 10 f 12 g

- 2 1 must 7 wasn't able to
 2 Would 8 should
 3 can 9 mustn't
 4 have to 10 can
 5 didn't need to 11 will
 6 May 12 Shall

- 3 1 ought to 4 don't have to
 2 needn't 5 could
 3 might

- 4 1 Pete can't be coming in to work today.
 2 He may have destroyed the documents.
 3 We may not have a meeting tomorrow.
 4 They must have been arguing when I saw them.
 5 Bill may have been working late yesterday.
 6 He must be telling the truth.
 7 She can't have resigned.
 8 Marta may not have found a part-time job yet.
 9 That must be the new office manager.
 10 The company must plan to take on new staff.

- 5 1 She can't be reading the newspaper.
 She can't be with her friends.
 She must be at work.
 2 They can't be inside.
 They must be working hard.
 It must be a dangerous job.
 3 He must be a doctor.
 He must have seen patients today.
 He can't be in a library.
 4 She can't be planting trees.
 She can't have just picked some fruit.
 She can't be feeling tired.

- 5 The weather can't be cold.
They can't be arguing.
They must be having fun.
- 6 They can't go to primary school.
They must have graduated.
They must be happy.
- 6 2 needn't stay after work
3 might retire soon
4 was able to finish his report last night
5 couldn't use a computer until we gave him some training
6 can't do all this work by himself
7 must be at work on time
- 7 2 needn't have come 5 didn't need to buy
3 May I 6 wasn't able to finish
4 Shall we
- 8 1 C 3 A 5 C 7 A 9 A
2 B 4 A 6 B 8 C 10 B
- 9 1 will be 4 am going to buy
2 are going to hit 5 will make
3 will tell
- 10 1 are you doing 6 'm expecting
2 'm volunteering 7 comes
3 go 8 'll be
4 starts 9 'll see
5 'll write 10 's coming
- 11 1 will be moving 4 will you be doing
2 will get 5 will do
3 will be travelling
- 12 2 will have gained 5 won't have given in
3 will have moved 6 Will the plumber
4 won't have made have fixed
- 13 1 Will you have completed
2 will have been working
3 will we have sent out, won't have finished
4 will have been giving
5 will have been teaching
6 will have served
- 14 2 after 4 By the time 6 until
3 while 5 just as
- 15 1 will catch up, take
2 will have done, returns
3 will Jo take, will ask, see
4 did, came
5 walks
6 was talking, told, hired
- 16 1 am leaving/am going to leave/will be leaving
2 am going to do/will be doing
3 leaves
4 will be
5 will be running
6 am going to stay

- 7 will manage
8 come
9 will have earned
10 will give
11 will take
12 will have been working
- 17 1 B 3 A 5 B 7 C 9 A 11 A
2 B 4 C 6 C 8 B 10 B 12 A

Grammar Bank 3

- 1 1 has not decided 4 has travelled
2 Did you remember 5 stayed
3 put up, collected, lit
- 2 1 have just returned 6 saw
2 spent 7 've never been
3 has been 8 screamed
4 have done 9 've seen
5 didn't believe
- 3 1 was driving, broke down
2 was taking, was walking
3 were waiting
4 was checking into, realised, was missing
5 went
- 4 1 C 2 B 3 A 4 C 5 B
- 5 1 had been standing 4 had not slept
2 Had she finished 5 had only been
3 had reached sunbathing
- 6 2 They had been travelling for four hours before they reached London.
3 After they had unpacked their suitcases, they were ready to go sightseeing.
4 They had already bought a guide book, so they didn't need to get one.
5 They had been waiting in the queue in front of Madame Tussauds for an hour before they entered the museum.
- 7 1 1 did you see 5 was flying
2 ran into 6 Did you speak
3 was he going 7 had
4 was travelling 8 were waiting
- 2 1 were you doing 5 ran
2 went off 6 Had a fire broken out
3 was sleeping 7 had set off
4 did you do
- 3 1 heard 5 was howling
2 had been sightseeing 6 were falling
3 changed 7 had never seen
4 was
- 8 1 arrived 8 had never seen
2 had 9 visited
3 stayed 10 started
4 was 11 were having
5 had been saving 12 lasted
6 was 13 became

- 7 spent 14 went
 15 had always wanted 18 tasted
 16 were hiking 19 gained
 17 saw 20 had overeaten/overate

Grammar Bank 4

- 1 2 could/would connect, Type 2
 3 turns off, Type 0
 4 had known, Type 3
 5 had, Type 2
 6 finish, Type 1
- 2 (Suggested answers)
 2 when it is 4 If they do
 3 If I do 5 when he does/calls
- 3 2 insistence 3 request 4 uncertainty
- 4 2 had asked 6 wouldn't have
 3 would have said realised
 4 will choose 7 gets
 5 hadn't bought 8 will buy
- 5 1 had bought 5 could afford
 2 could understand 6 were
 3 wouldn't make 7 had remembered
 4 was living 8 would help
- 6 2 I wish the item I want wasn't so expensive.
 3 I wish I could talk to a sales person.
 4 I wish I had researched this item more.
 5 I wish I could understand the delivery instructions.
 6 I wish this webpage would load faster.
- 7 2 I wish I hadn't left my mobile phone on the bus.
 3 I wish I was better at computer games.
 4 I wish our TV hadn't broken down.
 5 I wish my phone didn't run out of battery so quickly.
 6 I wish our printer wasn't so old.
 7 I wish I had saved the receipt for my smart watch.
 8 I wish I could get a chance to use the computer.
- 8 2 I wish my console wasn't broken.
 If my console wasn't broken, I could play computer games.
 3 I wish I hadn't broken our new TV.
 If I hadn't broken our new TV, I wouldn't have got in trouble.
 4 I wish my brother wouldn't use my MP3 player all the time.
 If my brother had an MP3 player, he wouldn't use mine all the time.
- 9 1 hadn't sold 3 will get, drops
 2 had, could buy 4 had bought
- 10 1 in order to 3 for 5 so that
 2 to 4 in case
- 11 2 He bought a laptop so that he could go online wherever he was.
 3 Kim put her phone in her bag to prevent it from getting wet in the rain.

- 4 Joe set his alarm for 7:00 am to avoid oversleeping.
 5 Nancy sent Ben a text message in case he hadn't read her email.

Grammar Bank 5

- 1 1 was being prepared 4 will be sold
 2 haven't been found 5 be held
 3 is being taken
- 2 1 a hospital will be opened by Charles III
 2 Tokyo was hit by a tidal wave
 3 The world cup was won by Brazil
 4 the moon may be hit by a meteor in 2035
 5 Another world record is broken by Baxter
 6 a ski resort was destroyed by an avalanche
- 3 1 I was not allowed to go to the rock concert by my parents.
 2 Who are Shakira's songs written by?
 3 Dickens was made to work at a factory by his family.
 4 The sculpture was made with recycled materials.
 5 The show tickets need to be booked in advance.
 6 Copies of Picasso's works can be seen in the local museum.
- 4 2 has been offered to her by the recording company, has been offered a five-year contract by the recording company
 3 was promised to the young star, was promised the leading role
 4 are sent to the famous actress after each show, is sent flowers after each show
 5 was shown to the students by the teacher, were shown a film about Picasso's life by the teacher
- 5 1 Julie has had her costume repaired by a tailor.
 2 When did he have his novel published?
 3 Hanna was having her hair done by a stylist at noon yesterday.
 4 The actor had had his dressing room cleaned before rehearsals started.
 5 Chloe is having her clothes ironed by an assistant.
 6 The actress will have the script delivered to her home.
- 6 2 The fans will have their books signed by the famous author.
 3 Professor Stein is going to have his theory published in a scientific magazine.
 4 Louise has had her article checked by an editor.
 5 Hannah was having the painting framed by a carpenter.
 6 The president might have his speech written by an advisor.
- 7 2 I got my brother to find us backstage passes for the concert.
 3 My dad is a programmer; I'll have him look at the computer.
 4 Nadia made Alex pay for the book of hers that he lost.
 5 The director got the scriptwriter to make some changes to the scene.
 6 Manny made us listen to his new song.

Grammar Bank Key

- 8 2 behaved themselves 5 mailed them myself
3 painted it herself 6 enjoyed yourselves
4 saw her ourselves
- 9 1 such a 3 such 5 Such 7 such an
2 So 4 such 6 such a 8 So
- 10 1 So few people came to the show that it was soon cancelled.
2 The footballer scored a lot of goals. Consequently, the club increased his wages.
3 Bill Gates has sold so many copies of his software that most computers in the world run it.
4 There was such great excitement in the stadium that the fans screamed when the singer came onto the stage.
5 Picasso's paintings are worth so much that some museums cannot afford to insure them.
6 We were unable to get seats to the afternoon performance. Therefore, we paid extra to see the evening show.
7 The actor kept arguing with the producer and other members of the cast and, as a result, he was let go.
- 11 1 therefore 4 so few
2 so much 5 so little
3 such a lot of
- 12 1 such a talented actress 3 were such friendly
2 a result 4 such a lot
- 13 1 A 3 C 5 A 7 A
2 B 4 C 6 C

Grammar Bank 6

- 1 1 Eating 6 perform 11 to start
2 to take 7 drinking 12 have
3 sticking 8 stop 13 sitting
4 to get 9 building 14 To begin
5 to see 10 follow
- 2 2 have stayed home than go to the New Year's party
3 to be mailed tomorrow
4 to have been looking for a pen when I saw her looking in my desk drawer
5 to find time to visit Ken
6 to have met the famous chef in person
- 3 1 eat, to leave, ordering
2 to bake, to try
3 to get, to tell
4 shopping, wandering
5 trying, understand, making
- 4 2 a to catch b catching
3 a cooking b to cook
4 a calling b to call
5 a spending b to spend
- 5 1 have left 4 to tidy
2 playing 5 damaging
3 to be chosen
- 6 1 watching 5 play
2 be 6 turn out
3 becoming 7 pursue
4 to attract 8 finishing
- 7 2 enough time 5 long enough
3 too small 6 enough ingredients
4 too bland
- 8 2 Linda doesn't cook well enough to make complicated dishes.
3 The weather is too rainy for us to go hiking.
4 Mason will be too tired to come out with us when he gets home.
5 The soup is still too hot for Harry to taste.
6 Sharon hasn't got enough eggs to make an omelette.
7 Lucy's pies are delicious enough to win the baking contest.
8 The new restaurant is too expensive for us to eat there.
- 9 2 a 3 b 4 b 5 a 6 a
- 10 1 telling 3 told 5 told 7 said 9 asked
2 said 4 said 6 said 8 ask 10 told
- 11 1 Sophie said that she took/had taken the roast out of the oven an hour before.
2 Chad said that Janice was preparing/had been preparing breakfast at 6:00 am that morning.
3 Sam told Bob that they were having a big barbecue for Independence Day the next/following day.
4 Kaitlyn said that she had been to the supermarket twice that day.
5 She told us that Samuel would make his famous jerk chicken for that night's dinner.
6 Sue said that Sandra hadn't responded to their invitation yet.
7 Brad told me that Mr Smithers wanted to speak to me immediately.
8 Sarah told Annie that she ran/had run into their old neighbour the day before/the previous day.
- 12 2 didn't have, "We don't have any free tables."
3 was opening, "I'm opening my own seafood restaurant the next/following month."
4 didn't eat, "Brian doesn't eat sugary foods at all."
- 13 2 Claudia always says that her grandma makes the best minestrone soup. (tenses do not change: introductory verb is in the present tense)
3 Mary told Sue that she couldn't make a cake because she had run out of eggs. (tenses change: introductory verb is in the past tense)
4 Our teacher told us that fish and chicken are rich in protein. (tenses do not change: reporting a general truth)
5 Kate said that the shop had promised to deliver their new fridge by the end of that week. (tenses change: introductory verb in the past tense)
6 Bill said he would have invited Jason to dinner if he had known he was in town. (tenses do not change: type 3 conditional)

- 14 1 Clarice asked where the new restaurant that everyone was talking about was.
2 Chris asked Susan if he could borrow some of her plates for the next/following day's barbecue.
3 Ben wanted to know why that soup tasted funny.
4 Nick wondered how he would manage to cook for ten people on his own.
5 Martha asked Helen how long she had been a member of the gym.
6 Pam asked Harry if he went jogging every day.
- 15 2 The reporter asked Tom what kind of dishes he preferred to cook.
3 The reporter asked Tom if his life had changed ever since he started appearing on TV.
4 The reporter asked Tom if he was planning to write his own cookbook.
5 The reporter asked Tom what he would do with the money he had won.
- 16 1 how long the gym had been open
2 if/whether it was/had been expensive to join
3 if/whether it had a pool
4 when she would start working out there
5 how she could find out more about it
- 17 1 why the gym is closed today
2 who I can ask about next month's hiking trip
3 if/whether it was easy for you to give up all sugary snacks
4 if/whether you have trouble falling asleep at night
5 if/whether you're going to join a fitness class
6 that the bakery will be open at this hour
- 18 1 Ian advised Ken not to spend so many hours playing computer games.
2 My little brother begged me to let him come to the festival with me.
3 Dina suggested having scrambled eggs for breakfast.
4 The angry chef ordered his assistant to leave the kitchen immediately.
5 Mum commanded us to go to bed at once.
- 19 1 Mae told us that they could visit us the next/following week.
2 He told me that I had to cut down on caffeine.
3 I told Ben that he should start exercising.
4 Ann told Liz that she'd save her a seat at the dinner table.
5 Tony said that he couldn't eat any seafood.
- 20 1 urged 3 complained 5 invited
2 agreed 4 insisted
- 21 2 b 3 e 4 a 5 c 6 d
2 Ann boasted that she was/about being the best cook in the house.
3 He informed me that the gym would be closed the next/following day.
4 He promised to take/that he would take me out for dinner that night.
- 5 She refused to lend me her mobile.
6 He accused me of leaving/having left the milk out all night.
- 22 1 to help him with dinner
2 to know who was responsible for that mess
3 having some chocolate for dessert that night
4 me to have my friend over for dinner
5 where she had put her mum's recipe book
6 Joanna to bring/if she could bring him some water
- 23 1 exclaimed that it was a beautiful table setting
2 admitted to being/having been/that he had been the one who ruined/had ruined the surprise
3 reminded Stephen to pick up some milk on his way home
4 apologised to Hugh for not making it to his party
5 denied leaving/having left the door unlocked
6 wondered what to cook for the New Year's party

Grammar Bank 7

- 1 1 who 3 which 5 whose
2 where 4 why
- 2 2 small town where the Henley Youth Festival is held is on the River Thames
3 Indian girl whose hands and feet are covered in henna is getting married
4 reason why Toby didn't get the promotion isn't clear
5 finally got a job which/that she really likes
- 3 2 who/that (It can't be omitted), whose (It can't be omitted)
3 who/that (It can be omitted)
4 where (It can't be omitted)
5 when (It can be omitted)
- 4 2 where 5 whose 8 (who/that)
3 which 6 who 9 which/that
4 (which/that) 7 where 10 who/that
- 5 2 whose, ND (cannot be omitted, comma after *Meryl* and after *week*)
3 where, D (cannot be omitted)
4 which, D (can be omitted)
5 why, D (can be omitted)
6 who/that, D (cannot be omitted)
7 when, ND (cannot be omitted)
8 whose ND (cannot be omitted, comma after *son* and after *football*)
9 who D (can be omitted)
10 which D (can be omitted)

6 (Suggested answers)

- 1 respect their privacy
2 which has lots of shops and exciting things to do
3 why my big sister is mean to me
4 which is very stressful
5 when people celebrate their achievements

7	Adjective	Comparative	Superlative
	strict	<i>stricter</i>	<i>the strictest</i>
	delicate	more delicate	the most delicate
	bad	worse	the worst
	little	less	the least
	friendly	friendlier	the friendliest
	conservative	more conservative	the most conservative
	sad	sadder	the saddest
	chubby	chubbier	the chubbiest

- 8 2 better, the best
 3 straighter, the straightest
 4 farther/further, the farthest/the furthest
 5 faster, the fastest
 6 more confidently, the most confidently

- 9 2 rounder 4 later
 3 the sweetest 5 the most cooperative

- 10 1 the best 4 respectfully as
 2 older, the more beautiful 5 more quietly
 3 as fast 6 easier, easier

- 11 2 the most important 6 best
 3 more expensive 7 less
 4 tastier 8 more successfully
 5 higher

Grammar Bank 8

- 1 1 an, the, the 4 the, an
 2 the, - 5 a
 3 an, -, the, an 6 -, -, a

- 2 1 The 3 a 5 The
 2 A 4 the 6 the

- 3 1 a school b the school
 2 a bed b the bed
 3 a prison b the prison
 4 a church b the church

- 4 1 the 3 a 5 the 7 a 9 -
 2 - 4 the 6 the 8 an 10 -

- 5 1 geese 6 coaches 11 radios
 2 chefs 7 monkeys 12 potatoes
 3 salaries 8 dishes 13 wives
 4 complexes 9 locks 14 oxen
 5 bosses 10 viruses

- 6 1 an, some 3 an 5 some, a
 2 some 4 an, an, some

- 7 1 packet 3 loaf 5 bar
 2 can 4 bag 6 bottle

- 8 1 are only found 6 is
 2 looks 7 don't go
 3 are going 8 it costs
 4 were 9 are made
 5 is 10 were sold

- 9 1 are 4 some 7 is
 2 is 5 is 8 are
 3 some, a 6 some, a

- 10 1 anyone 6 anything
 2 no 7 someone
 3 any 8 somewhere
 4 some 9 nothing
 5 something 10 everything

- 11 1 lots 3 lots 5 many
 2 a few 4 much 6 a little

- 12 1 any 4 How many
 2 How much, a little, a few 5 little
 3 few 6 much

- 13 1 isn't it 6 can he
 2 won't you 7 didn't you
 3 has he 8 will you/won't you
 4 will you 9 does he
 5 aren't I 10 has she

Vocabulary Bank 1

- 1 1 take 3 have 5 play
 2 go 4 do 6 make
- 2 1 stays 3 plays 5 takes
 2 spend 4 chatting
- 3 a) a go b do c go to d play
- b (Suggested answers)**
 I don't go fishing but I play basketball very often.
 I do some chores but I don't go to the library.

- 4 1 son-in-law 8 half-brother
 2 ex-wife 9 daughter-in-law
 3 stepson 10 sister-in-law
 4 half-sister 11 stepfather
 5 father-in-law 12 brother-in-law
 6 stepdaughter 13 stepmother
 7 mother-in-law 14 ex-husband
- 5 1 friend 3 sheep 5 need
 2 family 4 blood
- 6 1 up 3 after 5 along
 2 out 4 after

Vocabulary Bank 2

- 1 1 plumber 6 pet groomer
 2 physician 7 babysitter
 3 lawyer 8 video game tester
 4 carpenter 9 electrician
 5 chef 10 make-up artist
- 2 1 duties 6 company
 2 overtime 7 form
 3 employees 8 living
 4 hired 9 expenses
 5 salary 10 resignation
- 3 1 recruited 3 made 5 gain
 2 running 4 meet
- 4 1 earn 3 provide 5 formed
 2 work 4 took
- 5 1 took 3 take 6 give
 2 set 4 take
- 6 1 to, about 3 for 5 for
 2 for 4 with 6 to
- 7 1 j 3 g 5 f 7 d 9 e
 2 h 4 b 6 c 8 i 10 a

Vocabulary Bank 3

- 1 1 backpacking 3 cruise 5 roadtrip
 2 honeymoon 4 arts and culture
- 2 1 journey 5 arrived 9 lost
 2 voyage 6 landed 10 had
 3 travel 7 took off 11 missed
 4 trip 8 departed 12 got
- 3 1 book 2 have 3 go
- 4 1 on 2 into 3 by 4 on

Vocabulary Bank 4

- 1 1 call, send, post, surf
 2 charge, transfer
 3 enter, scan
 4 uploaded, download, stream
- 2 1 plugged 4 replace 7 cut
 2 release 5 upgrading 8 Turn
 3 log 6 shutting 9 come
- 3 1 for 4 with 7 on
 2 of 5 on 8 in
 3 between 6 in 9 in
- 4 1 industry 4 artificial
 2 place 5 invented
 3 searched

Vocabulary Bank 5

- 1 1 orchestra, cast 4 author, screenwriter
 2 scene, stage 5 usher, conductor
 3 director, producer
- 2 1 crew 2 twist 3 based 4 audience
- 3 1 in 2 for 3 to 4 into 5 for 6 in
- 4 1 literature 3 music
 2 films 4 art
- 5 1 off 2 out 3 away 4 down

Vocabulary Bank 6

- 1 1 lose 3 keep 5 catch
 2 avoid 4 beat
- 2 1 passes 3 taken 5 pick
 2 put 4 hurt
- 3 1 under 3 in 5 around
 2 from 4 to

Vocabulary Bank Key

- 4 1 picture 2 fiddle 3 batteries 4 rain
5 1 lunch 3 bread 5 dish 7 coffee
2 service 4 table 6 recipe
6 1 dessert 3 well 5 beverages
2 helping 4 bite
7 1 bills 3 lean 5 vegetarian
2 compliments 4 pan

Vocabulary Bank 7

- 1 1 tall 3 short 5 freckled
2 bald 4 bright 6 muscular
2 1 married 5 pale 9 height
2 tall 6 baggy 10 slim
3 built 7 sleeveless 11 ponytail
4 wavy 8 sportswear 12 energetic
3 1 have 2 start 3 get 4 be
4 1 stays 3 loses 5 see
2 pay 4 make 6 changes
5 1 privacy 2 Bullying 3 rules 4 interests

Vocabulary Bank 8

- 1 1 picture 3 email/message
2 video
2 1 contradicting 4 repeat 7 interview
2 confessed 5 whispering 8 deleted
3 claimed 6 mumbling 9 persuade
3 1 with 2 of 3 at 4 to, for
4 **happy:** content, joyful, thrilled, glad
sad: down, glum, blue, unhappy
angry: enraged, furious, annoyed, irritated
scared: afraid, terrified, petrified, frightened
5 1 cloud 3 blood 5 chin
2 hair 4 feet
6 1 of 4 with 7 in
2 on 5 to 8 with
3 of 6 about 9 in

Teacher Guidelines

Teaching students how to prepare a presentation is a lot like teaching them how to write a composition. You can follow these steps:

Step 1

Decide on the presentation topic. Remember to take into account the situation and the target audience. It is also important to decide on the type and purpose of the presentation, as this will determine the style and the language used.

Step 2

Divide the class into work groups, so that they can collaborate and give each other feedback as they create the presentation. You can help them decide which role each student will take: for instance, who will do the research? Who will write the presentation? Who will look for visuals, quotations etc?

Step 3

Tell the students to read the texts assigned or brainstorm for ideas and make notes in their notebooks.

Step 4

Remind your students about the importance of a well-organised presentation, which consists of an introduction, main body and conclusion. At this point, students should start organising their notes into spidergrams or diagrams.

Step 5

Have the students start working on the content of the presentation (expanding their spidergrams/ diagrams into paragraphs), using appropriate opening, closing and feedback (if applicable) techniques and including visuals, music, quotations etc.

Step 6

Ask students to write their presentation script and submit it to you for feedback. Check for language (correct use of grammar and lexis), clear organisation of ideas, appropriacy, style and flow.

Step 7

Encourage students to use presentation software (such as PowerPoint® or Keynote®) if they wish to support and highlight their points and make their whole presentation more lively.

[In most types of presentation software, there are functions that help with the flow of the presentation. Students can include some animation but should maintain consistency from slide to slide (the same colours, logo, types of animation etc on each slide). Warn students about an excess of annoying effects. They can also write a few notes under each slide to help them talk about their topic.]

Step 8

Show how important it is for students to rehearse first, in front of a mirror, family members, friends and/or you. One of the best methods is by filming themselves. This will help them feel more confident when delivering the final presentation in front of an audience. Make sure you remind them of the useful dos and don'ts while giving a presentation.

Students are now ready to deliver their presentation.

NOTE: You can decide how many and which presentations your students will prepare and present in front of an audience, depending on their level and the number of teaching hours.

Presentation Skills 1 – Dream Jobs

1 a) Type of presentation: informative

b) Elicit student's answers using the information from the model presentation.

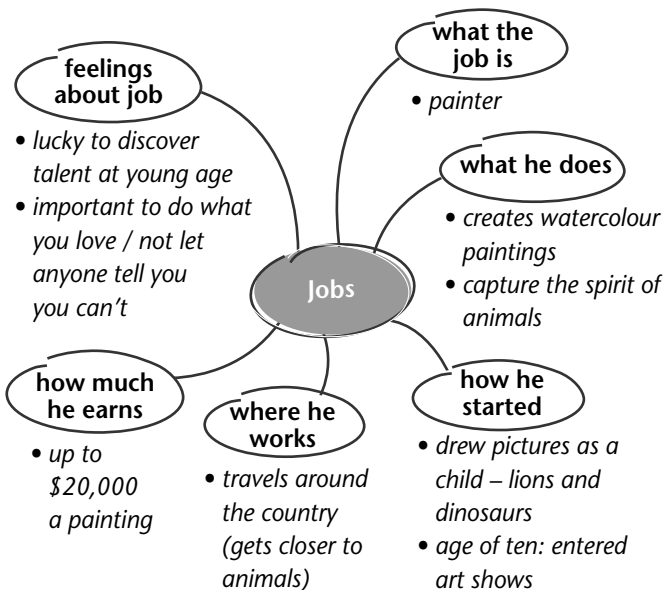
c) Then, ask students to organise their answers in a spidergram, as shown below:



2 **Opening technique:** using visuals
Closing technique: quotation

3 **Feedback technique:** polling questions

4 b) Elicit students' answers using the information from the text. Then, ask students to organise their answers in a spidergram, as shown below:



5 a) A 2

B 1

b) A 1

B 2

6 Ss should find a picture of Dylan Scott Pierce and/or his work.

7 **(Suggested answer)**

Hello everyone. My name is Tom Howard. What is the perfect job? Is it one that lets you practise your talents? Or one that helps you make a lot of money? Well, Dylan Scott Pierce's job allows him do both.

Dylan Scott Pierce works as a painter. He spends his time creating watercolour paintings that capture the spirit of animals. As a child, he drew pictures of lions and dinosaurs and at the age of ten, he started entering art shows. These days he is travelling all around the country to get closer to the animals he paints. He can make up to \$20,000 a painting. Dylan feels lucky because he discovered his talent at a young age. He thinks the most important thing is to do what you love and not let anyone else tell you that you can't do it.

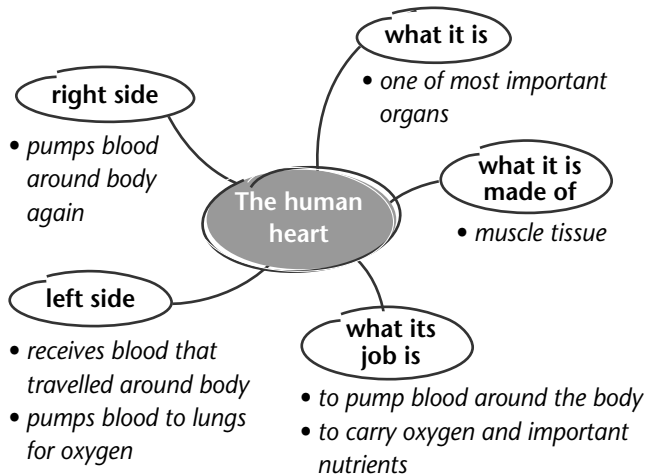
What if you could make money doing what you love? Not many people have achieved this, but Dylan Scott Pierce is one of the few who have.

Now, in groups of three, talk about Dylan's job. What impressed you most about it?

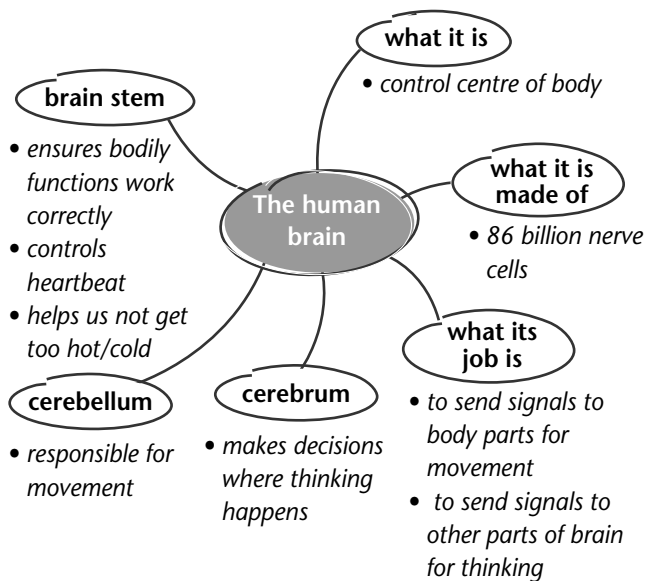
Do you have any questions? ... Thanks for listening.

Presentation Skills 2 – How the Human Body Works

- 1 a) **Purpose of presentation:** to inform about the heart
- b) Elicit student's answers using the information from the model presentation. Then, ask students to organise their answers in a spidergram, as shown below:



- 2 **Opening technique:** addressing the audience & asking a rhetorical question
Closing technique: making a statement
- 3 **Feedback technique:** pop-style quiz questions in teams
- 4 b) Elicit students' answers using the information from the text. Then, ask students to organise their answers in a spidergram, as shown below:



- 5 a) **Introduction:** A **Conclusion:** B

- b) A 2 B 1

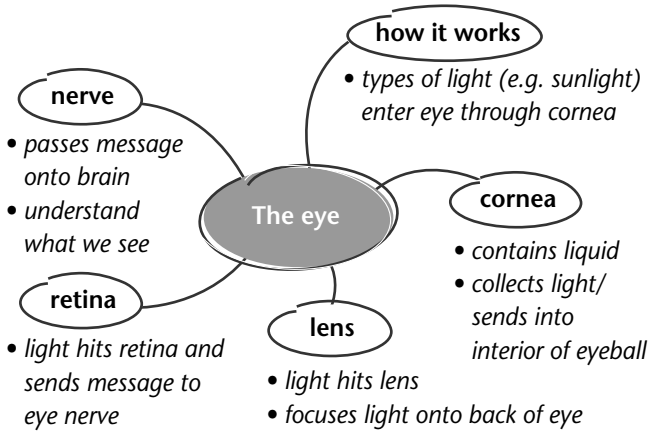
- 6 a) **Feedback technique:** focus groups
- b) **Alternative feedback technique:** polling question
 How many of you think that the brain is the most important organ in the human body? ... Everybody, great!
- 7 Ss should find images/diagrams of the human brain.

- 8 **(Suggested answer)**
 Good afternoon everyone. I'm Max Thomas. Every one of us uses a special part of our body to control our thoughts and movements. Which part of the body is this?... Yes, it's the brain. The brain is the control centre of the body. It's made of billions of nerve cells – 86 billion, in fact. The job of the brain is to send signals to parts of the body in order to make them move. At the same time, it sends signals to other parts of the brain to make us think. The brain can do this because it is made up of different parts. The cerebrum is the part that makes decisions and is where thinking happens. Below and behind the cerebrum is the cerebellum. This is responsible for the different movements of the body. Finally, there is the brain stem, which ensures our basic bodily functions work correctly. It controls our heartbeat and helps us not get too hot or cold. Overall, the brain is a very complex organ that we are still learning about. It controls all of our thoughts and movements and makes us who we are! Don't you think it's pretty impressive?

Before we finish, let's have a game. Listen to each sentence. If it is true, stand up. If it is false, remain seated. First, the brain is made of around a million nerve cells... No, it's false. It's made of 86 billion nerve cells. Next, the brain sends signals around the body...yes, that's true. Well done everyone! Any questions? ... Thank you very much.

Presentation Skills 3 – The Amazing Eye/Ear

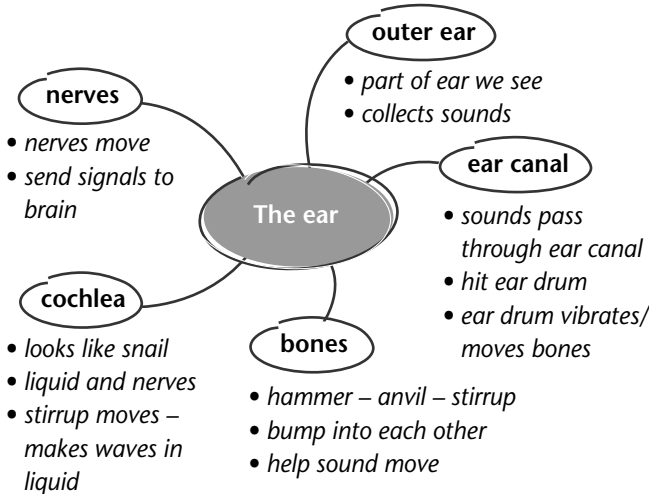
- 1 b) Elicit student’s answers using the information from the model presentation. Then, ask students to organise their answers in a spidergram, as shown below:



- 2 **Opening technique:** using a quotation
Closing technique: making a statement

- 3 **Feedback technique:** focus groups

- 4 b) Elicit students’ answers using information from the text. Then, ask students to organise their answers in a spidergram, as shown below:



- 5 a) **Introduction:** A **Conclusion:** B

- b) A 2 B 1

Tip!

Direct student’s attention to the **Tip!** box. Explain that this advice will help them create and deliver more affective presentations.

- 6 **(Suggested answer)**

Good morning. I’m Hannah Greenwald. Have you ever wondered how our ears work? ... How does sound travel from the air into our brains? ... Let’s find out together.

Well, the outer ear – the part of the ear we can see – collects the sounds. These go through the ear canal and hit the ear drum, which vibrates and moves some little bones.

There are three bones in the ear. They are called the hammer, anvil and stirrup. They bump into each other and help sound move along to the cochlea.

The cochlea looks like a snail. Inside it, there is liquid and nerves. As the stirrup moves, it makes waves in the liquid. This causes the nerves to move as well. Then, the nerves create signals to send to the brain.

Overall, each and every part of the ear are important in helping to understand our surroundings. Our ears allow us to appreciate the beauty of music and the voices of our loved ones. But, like all our senses, we often forget to appreciate our hearing, don’t we?

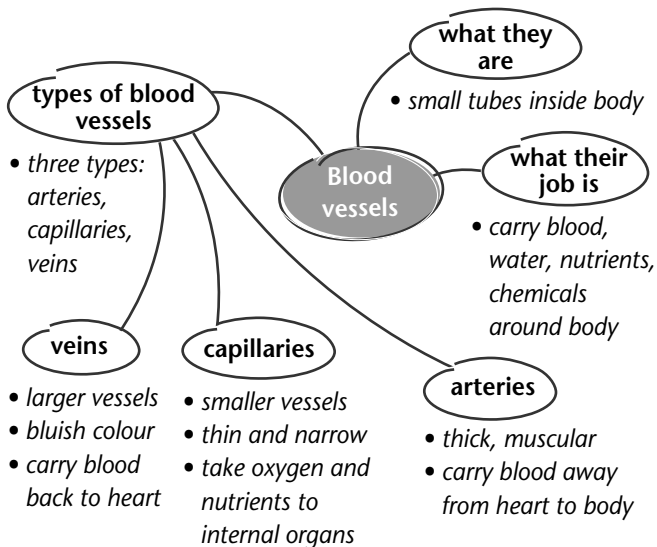
Now, let’s make a list on the board with the different parts of the ear. The letters O, E, B, C and N will help you. **O**-uter ear, **E**-ar canal, **B**-ones, **C**-ochlea, **N**-erves. Well done!

Does anybody have any questions? ... Thank you for listening.

Presentation Skills 4 – Human Anatomy

1 a) Type of presentation: informative

b) Elicit student's answers using the information from the model presentation. Then, ask students to organise their answers in a spidergram, as shown below:

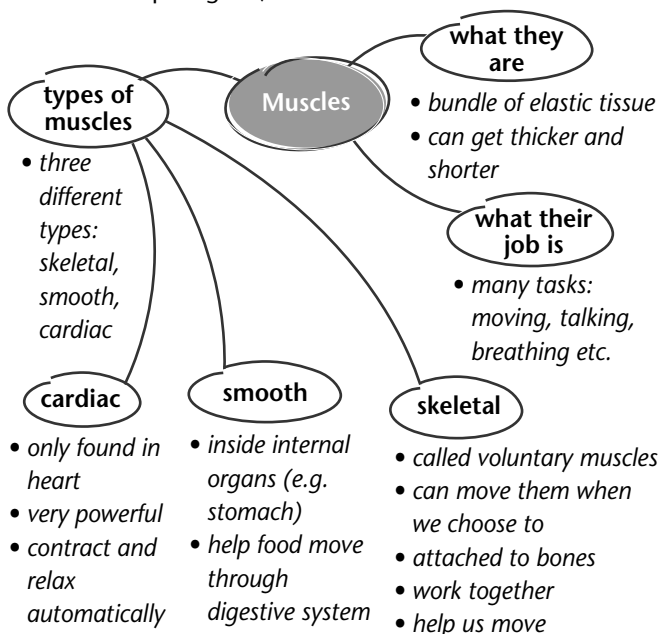


2 Opening technique: setting the scene

Closing technique: asking a rhetorical question

3 Feedback technique: T/F game

4 b) Elicit students' answers using the information from the text. Then, ask students to organise their answers in a spidergram, as shown below:



5 a) Introduction: B

Conclusion: A

b) A 2

B 1

6 a) Feedback technique: pop-style quiz questions in teams

b) Alternative feedback technique: focus groups

Okay, so, let's get into groups and discuss which type of muscle you think is the most important and why.

7 Ss should find a picture of muscles to use in their presentation.

8 (Suggested answer)

Hello, everyone. My name is Jasmine French. Did you know that you have around 43 muscles just in your face? ... It's amazing! With so many muscles in our body, it's about time we learn a little more about them.

So what is a muscle? Well, it's a bundle of elastic tissue that can get thicker and shorter. Their job is to help our body perform many tasks, including moving, talking and breathing! There are three different types of muscle in the human body: skeletal muscle, smooth muscle and cardiac muscle.

Skeletal muscles are also called voluntary muscles because we can control their movement whenever we choose to. These are attached to our bones and work together to help us move our body around.

Smooth muscles are inside most of our internal organs, including the stomach, where they help move food through our digestive system.

Finally, the cardiac muscles are only found in the heart. They are very powerful and they contract and relax automatically to pump the blood around our body.

All of these different types of muscles work very hard and help us all move and live. So, as you can see, it's the muscular system that helps us all do what we like and even more!

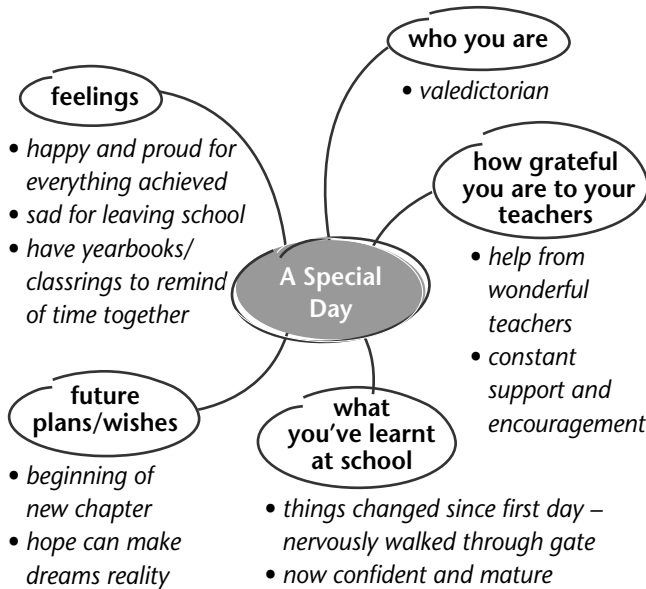
Now, do you remember the three types of muscles? Use the letters S, S and C. That's right. S-keletal, S-mooth and C-ardiac! Great work everyone!

Now, does anyone have any questions for me? ... Thanks for listening.

Presentation Skills 5 – A Special Day

1 a) Type of presentation: ceremonial

b) Elicit student's answers using the information from the model presentation. Then, ask students to organise their answers in a spidergram, as shown below:



2 **Opening technique:** making a statement

Closing technique: asking a rhetorical question

3 Elicit students' answers using the information from the text. Then, ask students to organise their answers in a spidergram, as shown below:



4 a) A 2 B 1

b) A 1 B 2

5 Ss should find school photos to use in their presentation.

6 **(Suggested answer)**

Good afternoon all. My name is Maxim Petrov. Today, we've all heard the bell ring for the very last time. Time has certainly flown by, hasn't it?

As the student who carried the first-grader through the halls, I'd like to say a few things about our time together.

We've all come a long way since we started here and we have all the teachers to thank for that. Their help has encouraged and inspired us over the years.

I remember being a shy first-grader, scared of the bigger students. Now, I am one of the oldest students and I've learnt a lot about the world and myself.

Today is the last time we will all be together. That's why it's important to celebrate the time we've spent together and look forward to what comes next, as we try to realise our hopes and dreams.

I couldn't be prouder than I am at this moment because my friends and I are leaving secondary school and taking the next step.

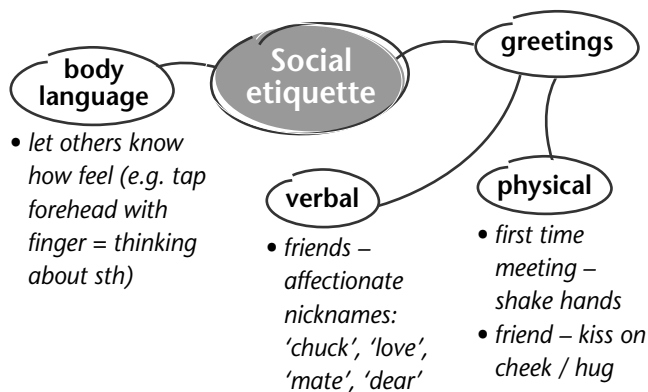
So, I'd like to wish you all success in achieving your dreams, no matter what they are! Because as Walt Disney said, "If you can dream it, you can do it!"

Thank you all for being here to celebrate this special day.

Presentation Skills 6 – Social Etiquette

1 a) **Type of presentation:** to describe social etiquette in the UK

b) Elicit student's answers using the information from the model presentation. Then, ask students to organise their answers in a spidergram, as shown below:

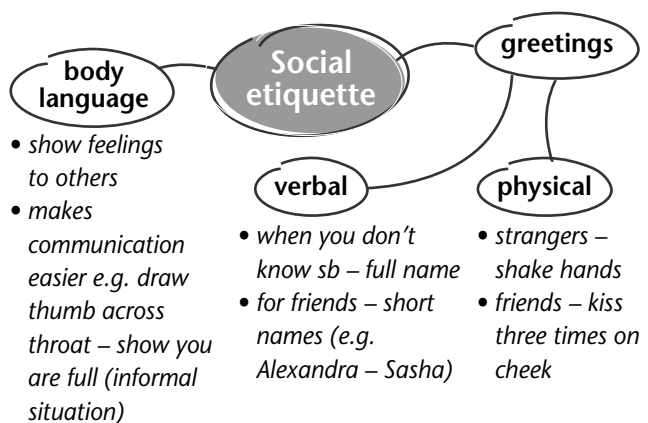


2 a) **Opening technique:** addressing the audience
Closing technique: using a rhyme

3 **Feedback technique:** focus groups

4 a) Students use their own ideas and/or research the Internet.

b) Elicit students' answers using their ideas and/or online information. Then, ask them to organise their answers in a spidergram as shown below:



5 a) **Introduction:** B

Conclusion: A

b) A 2

B 1

6 a) **Feedback technique:** a T/F game

b) **Alternative feedback technique:** pop quiz style questions in teams

Now, let's play a game in teams. The team with the most correct answers wins. Team A: How many times do people in Russia kiss their friends? ... Three times, correct. Team B: How can you show that you're full after lunch? ... You draw your thumb across your throat. Correct, again. Well done!

7 Ss should find pictures of people interacting socially.

8 **(Suggested answer)**

Hello. My name is Sasha. Look at this picture. It shows two people shaking hands. But why are they doing that? ... Well, it's all to do with social etiquette – the rules of politeness we Russians have to follow.

To begin with, when greeting strangers, Russians shake hands. If it is a person you know well, you can kiss each other three times on the cheek. Also, It's polite to use people's full names when you don't know them. However, many Russians call their friends short names. For example, Alexandra becomes Sasha.

Body language is another important part of showing your feelings to others. It can make communication easier. For example, after lunch or dinner, drawing your thumb across your throat is a way of showing that you are full. You can use this when you are in an informal situation.

Overall, in Russia, there are many etiquette rules that we have to follow in almost every aspect of our lives. Our social etiquette rules help us make friendships and keep us from embarrassing ourselves in public.

Now, it's time for a game. Listen to the statements. If they are true, stand up. If they are false, remain seated. When you meet someone for the first time, you should use their full name That's correct. When Russians are full up, they make a thumbs up gesture ... No, it's false! They move their thumb in front of their throat. Well done!

Does anyone have any questions for me? ... Thanks for your time.

Language Review 1

- 1 1 Research 3 indoors 5 brain
2 increase 4 mood 6 concentration
- 2 1 positive 3 picks 5 drop
2 extended 4 ears 6 company
- 3 1 c 2 d 3 e 4 b 5 a
- 1 window shopping
2 mainstream fashion
3 alternative shops
- 4 1 stand 3 including 5 copy
2 appreciates 4 ignored
- 5 1 in 2 around 3 of 4 off 5 up

Language Review 2

- 1 1 police officer 4 hairstylist
2 photographer – b 5 plumber – c
3 firefighter – a 6 chef – d
- 2 1 work 3 get 5 job 7 long
2 pressure 4 tight 6 exotic 8 choice
- 3 1 bank 3 rural 5 rides
2 parade 4 stalls
- 4 1 muttering 3 wages 6 slide
2 off 4 shortly
- 5 1 for 3 to 5 away
2 off 4 out 6 on

Language Review 3

- 1 1 chic 4 pleasure 7 endless
2 experience 5 taste
3 thrilled 6 breath
- 2 1 disappear 4 habitat 7 destroy
2 incredible 5 poacher 8 journey
3 glance 6 stare
- 3 1 boat tour 3 passenger 5 frequent
2 commentary 4 travel card 6 dinner cruise
- 4 1 sorts 3 wheeled 5 suit
2 hut 4 hall
- 5 1 up 2 for 3 in 4 for 5 around

Language Review 4

- 1 1 controller 4 charge 7 leg
2 Click 5 connect
3 index 6 Scroll
- 2 1 co-founders 3 goal 5 programs
2 fool 4 skills 6 pretend
- 3 1 e 2 d 3 b 4 a 5 c
- 4 1 launched 3 dedicated 5 Navigating
2 divides 4 housed 6 established
- 5 1 balance 3 heartbeat 5 properly
2 stem 4 layer
- 6 1 to 3 on 5 out
2 off 4 into

Language Review 5

- 1 1 conditions 3 characters 5 works
2 entertaining 4 clerk 6 imprisoned
- 2 1 c 2 e 3 a 4 d 5 b
- 1 attracts many people
2 play a musical instrument
3 performs on stage
4 became a reality
5 taken seriously
- 3 1 racing 3 backdrop 5 grave
2 mayor 4 held
- 4 1 vibrates 3 tube 5 bones
2 outer 4 create
- 5 1 to 2 for 3 up 4 on 5 to

Language Review 6

- 1 1 stalls 4 stuffed 7 fried
2 hot 5 spicy 8 mashed
3 cob 6 dish
- 2 1 b 2 e 3 a 4 c 5 d
- 1 brain cells
2 concentration levels
3 spotty face
4 heart disease
5 physical health
- 3 1 complete 3 cereal 5 full
2 cottage 4 honey

- 4 1 attached 3 digest 5 requires
2 pumps 4 breathing 6 depends

- 6 1 of 3 aside 5 on
2 into 4 in 6 up

Language Review 7

- 1 1 custom 4 milestone 7 scary
2 prosperity 5 puzzling 8 outsider
3 significance 6 transition

- 2 1 approach 3 ignore 5 strict
2 develop 4 close 6 break

- 3 1 c 2 e 3 b 4 a 5 d

- 1 class ring
2 school uniform
3 formal clothes

- 4 1 Coping 3 flows 5 stand
2 resisted 4 dreads

- 5 1 apart 3 off 5 out
2 in 4 up

Language Review 8

- 1 1 shout 3 language 5 throat
2 crosses 4 fist

- 2 1 c 2 a 3 e 4 b 5 d

Suggested Answers

1 Professor Betts has excellent **public speaking** skills so all his lectures are successful.

2 **Electronic equipment** gets damaged if it becomes wet.

3 Deaf people use **sign language** to communicate.

4 Although he is an experienced actor, he still suffers from **stage fright** before a performance.

5 Jason's funny **facial expressions** made my little brother laugh.

- 3 1 frowning 4 reacted 7 scratched
2 chattering 5 smiling 8 tapping
3 rub 6 indicates

- 4 1 phone 4 steaming 7 national 10 cosy
2 medical 5 harsh 8 loved
3 ear 6 brave 9 fur

- 5 1 received 3 transmission 5 operator
2 measure 4 experimented 6 distance

- 6 1 over 2 up 3 for 4 of 5 to 6 of

Listening**Task 1**

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

Task 2A 3 C 2 E 1 G 1
B 1 D 3 F 2**Task 3**1 2 3 3 5 1 7 2
2 3 4 2 6 3**Reading****Task 1**A 6 C 4 E 1 G 2
B 8 D 3 F 5**Task 2**1 A 7 B 5 C 4 D 6 E 2 F 3
2 A 7 B 6 C 1 D 3 E 2 F 4**Task 3**1 3 3 1 5 1 7 4
2 4 4 4 6 2**Grammar & Vocabulary****Task 1**1 banned 5 will improve
2 less 6 themselves
3 do not care 7 is used
4 to prevent**Task 2**1 Australian 3 variety 5 terribly
2 enabled 4 unusual 6 magical**Task 3**1 3 3 4 5 4 7 2
2 1 4 2 6 1**Writing****Task 1 (Suggested Answer)**

Dear Kathy,

I was glad to hear from you. What a great idea to cook for your parents on their anniversary! I'm sure it'll be a lovely surprise.

I cook quite often. The best dish I've made is a chicken curry. It was quite easy and it tasted great. You could cook this for your parents. It'll go great with grilled vegetables and a nice, green salad. For dessert, you should serve something fresh, like a fruit

salad. All these are easy to cook and delicious!

Jason's party sounds great! Who else was there? Did he have it at home or did he hire a venue? Most importantly, did you have fun? Write back with all the details!

Take care,
Mike

Speaking**Task 2 (Suggested answers)**

- 1 Where will the market take place/Where is the market going to take place?
- 2 On which day and during what times will the market be open?
- 3 How much does it cost to participate?
- 4 What sort of items can we sell?
- 5 Can people under 18 sell goods at the market?

Module 1

➤ Exercise 6 (p. 9)

Bill: Hey, Abby, you look upset. What's wrong?

Abby: Oh, hi Bill. It's that brother of mine again. I'm so mad at him!

Bill: What did he do now?

Abby: He took my laptop to school with him. MY laptop!

Bill: Oh come on, it doesn't sound so bad. Your laptop is OK, isn't it?

Abby: Yeah, but that's not the point. He keeps taking my things without me knowing anything about it.

Bill: Look, I can see how this can be extremely annoying but you need to think about the whole thing differently.

Abby: What do you mean?

Bill: Well, at least you have a brother to complain about! And to laugh with, or to share your thoughts with.

Abby: Let's not go there again, Bill! We've talked about this before. You tell me the same thing every time I'm angry with my brother!

Bill: I know, maybe it's because deep down I'm a bit jealous of you. I've always wanted a sibling.

Abby: Bill, I know you're sad that you're an only child. Trust me, though, there are times that I almost wish I was an only child too!

Bill: I don't believe that. I know you love your brother.

Abby: Of course I love him! If someone even so much as looks at him the wrong way they will have me to deal with! He's my little brother and I'll let no one and nothing upset him.

Bill: Except you, you mean!

Abby: Ha ha! Well, it's my duty as an older sister to give him a bit of a hard time, I suppose!

Bill: See? This is what I want. Someone I can form such a close connection with. I know I'm pretty close to my cousins, but that's different. I'd really love not to be alone when my parents aren't home. I want someone I can talk to, share a joke or even argue with!

Abby: I know what you mean. I complain about my brother getting on my nerves but the truth is I love having him around. On the upside, your parents have more time for you, and only you!

Bill: That's true! And my grandparents can spend all their money and love on spoiling me, just me!

Abby: What's all this "me, me, me"? You sound so selfish!

Bill: You know I'm joking! We've known each other since we were kids. When have I ever been selfish?

Abby: Never!

Module 2

➤ Exercise 5 (p. 17)

Laura: Hello?

John: Hi, Laura, it's John.

Laura: Hey, John! How are you?

John: Not bad, thanks. Listen, I was wondering if you could give me a hand with something?

Laura: Sure. I'm due at netball practice in about an hour though. Will it take long?

John: No, just five minutes. I need some help filling in my CV. I'm applying for a job at a local golf course. I'm supposed to do it online but my keyboard isn't working and I can't type a thing!

Laura: No problem. Tell me the website and I'll fill it in for you.

John: Great! Go to www.prestongreens.com. On the left hand side you'll see a link named 'submit your CV'. Just click on that.

Laura: Give me a few seconds ... OK, got it. Let's look at your CV then. (pause) OK, so. Name, John Bishop. Address, 6 River Close, Hampton.

John: Rivers, not River. Everybody gets it wrong!

Laura: Sorry! I fixed it. Now, your date of birth. The 22nd of January.

John: No, that's Andrew's birthday. Mine's on the 21st.

Laura: Oops! The 21st. Done. Now, let's put in your telephone number.

John: You remember that, right?

Laura: Ha ha! 6-7-double 8-4-5-3. There we go. And under education we can put you took your GCSEs at Jameson Academy.

John: Correct. The only problem is the work experience section. I don't have any.

Laura: Well, it's true you've never had a job before, but you do have experience as a volunteer.

John: Oh yeah! I volunteered as a park ranger in the local park this spring planting flowers and cutting the grass.

Laura: That's perfect experience for a job at a golf course. I'll add that.

John: Now what about personal qualities. I have no idea what to put!

Laura: I've known you for five years and I'd say that you're hard-working, enthusiastic and a good team-worker.

John: Thanks Laura, that's nice of you to say.

Laura: So there we go, CV finished. Are you happy with it?

John: Definitely! Just press 'submit' and we're all set. Thanks for the help!

Laura: You're welcome. I'm off to practice now. See you soon.

John: Thanks again. Bye.

Module 3

➤ Exercise 5 (p. 25)

Speaker A

I absolutely love flying! It's amazing to look down and see the world from above. Everything looks so small and you can see for miles. I always want to sit in a window seat to make sure I get the best view. I get really annoyed when I can't see anything. In fact, if I could have something different about aeroplanes, this would be to make the windows bigger so that everyone can see out of them better.

Speaker B

I remember the first time I ever flew in a plane. I was 16 years old and going to visit my family in Poland for the first time. I didn't know what to expect. The airport seemed so

big and confusing. I didn't like the noise of takeoff, and the plane shook and wobbled alarmingly. But once we were up in the air, it was like magic! I couldn't believe I was really flying!

Speaker C

The last time I flew, it was terrible. I had to stop over in a remote airport and change onto a different plane. So, of course, the airline lost my luggage. I turned up in Canada without a single possession to my name. It took two days for the airline to finally find my bag and send it to me, and in the meantime I had to wear the same clothes. I was really annoyed, but what could I do?

Speaker D

I really don't like flying. I'd much rather get a boat or go by car. I know that it's the safest way to travel, but I can't help but get scared as soon as the engines turn on. I start thinking of all sorts of different disasters and I can't wait to get off at the end of the journey. It's a shame really, because flying can be cheap and it's definitely fast, but I just hate the thought of it.

Speaker E

I've never flown anywhere before, but I'd like to. My family always go on holiday to the beach, which is only an hour's drive away, so we've never needed to fly anywhere. I think when I'm older, I'd like to fly all over the world and explore places. That's the great thing about flying, you can get to anywhere in the world in just a few hours. I can't wait to try it for myself.

Speaker F

When I was little, I knew that I wanted to see the world. So when I became an adult, it made sense to get a job as a flight attendant. Now I get paid to fly all over the place! I love working in the airline industry, it's a lot of fun spending your days thousands of feet up in the air. I wouldn't want to do anything else, I just love the feeling of flying.

Module 4

➤ Exercise 4 (p. 33)

Ben: Hi Rachel, I haven't seen you in ages. Is that a new smart watch you're wearing?

Rachel: Hi Ben! Yes, I just bought it the other day. I saw one advertised two months ago and I just had to have it.

Ben: What exactly does it do?

Rachel: Well, it links to my mobile phone, so it displays messages and calls on my wrist. It's really useful.

Ben: It doesn't sound like it does anything different from a normal smartphone, though.

Rachel: It's got loads of great features actually. For example, it can measure my heartbeat, it can tell when I've been sitting down for too long and it tells me to get up and do more exercise. I can also use it to pay for things in shops.

Ben: Really? No way! How does it do that?

Rachel: I just hold my watch up next to a special sensor near the till and it automatically takes the money out of my account. No wallets needed!

Ben: Wow, it sounds great. You must be pretty pleased with it.

Rachel: Oh yes, I love it! I saved up money from my part-time job to buy it, so I really feel like I've earned it.

Ben: Maybe I should look at getting one myself. I like the idea of it helping you to exercise more, I need something to encourage me to get up and move about. Maybe take up a sport or something...

Rachel: You know what? Why don't you borrow mine for a couple of days to see if you like it?

Ben: Are you sure you won't miss it, though?

Rachel: Well, I've lived without it up till now, I'm sure I can part with it for a little while!

Ben: Wow! Thanks, that's really kind of you!

Module 5

➤ Exercise 4 (p. 41)

Speaker A

The concert was quite good, I suppose, but it wasn't quite up to my expectations. I actually went to see the same band three years ago. That was before they were famous. I am fairly sure that they were better back then! Still, I won last night's tickets in a competition, so it's not as if I paid a lot for them. It was a good evening, I guess, but I doubt I'll be going to see them again. At least, not with my own money.

Speaker B

It was impossible to book tickets, so we had to turn up at the stadium and hope there would be some for sale. Well, there were. The sellers were walking around, shouting out that they had tickets for sale. But we found out soon that the prices were ridiculous! In the end, we had no option but to pay up. The concert was great, of course, but I think that the bands should do something to stop people from selling tickets at such high prices.

Speaker C

Okay, here's what I can't understand: how do the performers change costumes so quickly? The stage lights go down, they disappear into the shadows and seconds later, they reappear in a totally different outfit! I suppose the costumes are made to come off and go on quickly. It must be one of the tricks of the trade, and I bet it needs practice. It's fun though, and always impresses me.

Speaker D

There was only one moment that spoiled it. I couldn't quite see clearly from where I was, but I think one of the backing dancers fell off the stage. The concert was paused for a few minutes and then started again. It's easy to forget that a stage can be a dangerous place with wires, electricity and so on. Also, I'm sure the flashing lights can make it dangerous and difficult to see where you're going. I hope the dancer wasn't seriously hurt.

Speaker E

As with all their concerts, the lighting was amazing. There were red and green lasers and also a giant disco ball. At several points in the show, there were beautiful fireworks and an enormous inflatable monster! To be honest, though, there was so much of this it rather distracted me from the music after a while. I just wanted to listen to the performance; I could have done without so much flashing and flames and so on.

Speaker F

I suppose that the performance itself was quite good, but that didn't make up for the rest of it. For a start, the show itself started nearly an hour late and it was over barely 45 minutes later! The band played the songs from their new album, but nothing more. Let's face it, most of us were there for all their hits from the years before. I think a lot of the audience felt short-changed by this, and not just me. The atmosphere among the crowd as we left wasn't exactly positive. I think I even heard some boos ...

Module 6**➤ Exercise 7 (p. 49)**

Amelia: Hi Jack, how are you?

Jack: Hey Amelia. I'm OK thanks, but I've been feeling kind of tired lately.

Amelia: Really? Have you been unwell?

Jack: No, but for some reason I don't seem to have any energy lately. I'm so tired in the evenings that I usually just sit and watch TV.

Amelia: Maybe that's the problem. You're tired because you aren't doing any exercise.

Jack: That doesn't make any sense. Surely exercise will make me even more tired?

Amelia: Not at all. In fact, the more exercise you do, the more energy you will have. Hey, I know, why don't you join my gym with me?

Jack: Hmm, I don't know. I don't think I'd like going to the gym. I'm no good at running and stuff like that.

Amelia: Nobody is good the first time they go, that's why you have to practise! Come on, just come with me once so I can show you what it's like. I bet you'll find something that you like doing.

Jack: Doesn't it cost a lot of money? I don't really have a lot of spare cash at the moment.

Amelia: Lucky for you, there's a special offer at the moment. You get your first two sessions for free. Then, if you like it, you can sign up for a month for only ten pounds.

Jack: OK, OK you win, I'll go with you!

Amelia: Great, you won't regret it, I promise. How about meeting outside the gym at 6pm tomorrow evening? It's on the corner of Smith and Nicolson streets.

Jack: Sure. I'll see you there.

Module 7**➤ Exercise 7 (p. 57)****Speaker A**

I've never felt that I know it all and my children don't have a clue. As a matter of fact, they can come up with some great solutions to problems that I would never have thought of. For instance, I joined a gym but found I was too tired to go there after work. My daughter suggested going for a workout early in the morning when I was feeling more refreshed and then going on to work afterwards. It's surprising what a difference it makes!

Speaker B

When I was a child we were always taught to be grateful for everything we received. If you got a present through the post from a relative, you wrote them a polite letter back. If your mother cooked a meal, even if it wasn't your favourite food, you ate it all up and didn't grumble. I've tried to teach my kids the same manners but ... nothing doing. Compared with children in my day, today's kids just don't seem to have the same values!

Speaker C

My father used to always say things like "Your friend Mary is a much better student than you," or "You should follow your cousin's example and keep your room tidy." Comments like that left a lasting impression on me. It always made me feel dreadful to be measured against other children. It's not helpful at all, so I've made a point of not treating my own children like that. I don't want them to grow up feeling useless.

Speaker D

My children are both very moody now they're in their teens and can get easily upset. I find myself having to be careful what I say to them. An innocent question like "Where are you going this evening?" and they think I'm quizzing them about their private affairs and being a control freak. Johnny reacts by giving me the silent treatment and sulking, while Annabel gets angry and starts shouting. I wish they weren't so difficult to talk to!

Speaker E

Our two children are both amazing. Their father and I are both out working all day long. So when Ellie gets home from school around 4 o'clock she gets on with the evening meal. When I come home at six all the vegetables are prepared and ready to cook. It really saves me time. And Andrew has offered to wash the car on Saturdays for his father. He does his job so well and responsibly he definitely deserves the extra pocket money he gets.

Speaker F

Jessica, my daughter, just doesn't get it when I tell her she has to study harder. She thinks life is all about having fun with her friends. I've tried to explain how important it is that she gets good marks but it's a thankless task. Her brother Duncan doesn't take things seriously enough,

either. He has no idea how to save money. Instead of saving his Saturday job pay, he just goes out on Saturday night and spends it all.

Module 8

➤ Exercise 6 (p. 65)

Molly: Hey Harry, how are you?

Harry: Hey Molly, I'm good thanks. I'm just on my way to my sign language lesson, so I can't stop and chat for long.

Molly: Sign language? How long have you been doing that?

Harry: Not long, this is only my fourth lesson, so I don't really know much yet.

Molly: What made you decide to learn sign language?

Harry: A new kid started at my school and he has deaf parents. He grew up using sign language whenever he was at home. He was telling me all about it and I thought it sounded cool, so I decided to learn some myself.

Molly: Wow, that's great! Is it difficult?

Harry: Well, not yet. So far, I've just learned how to finger-spell the alphabet and a few basic words. I practise at school with Tom, that's the new kid I mentioned, and he's helped me a lot.

Molly: Does that mean that you'll be able to talk to anyone who's deaf, from anywhere in the world?

Harry: Sadly not. Every country has its own form of sign language, with different gestures for different words. American Sign Language is totally different from British sign language, so even though we all speak English, I wouldn't be able to communicate with them in sign language.

Molly: I had no idea it was so complicated!

Harry: No, me neither! But now I've started learning, I don't want to give it up. It's great fun. Also, it means that I can talk to Tom at school and no one else can understand what we're saying. It's like having our own secret language.

Molly: Well, good for you, I hope you keep it up. I tried learning French last year, but I was terrible at it. I don't think I have the head for learning other languages.

Harry: If you ever change your mind, you should come to sign class with me, I think you'd enjoy it.

Molly: Thanks! Maybe I will!

Further Exam Practice

➤ Task 1 (p. 152)

Speaker A

What I enjoyed most about the festival was a short film I saw on the giant outdoor screen. It was an animated film about the life of William Shakespeare. I suppose it was an attempt to interest children in him, but I enjoyed it as much as my daughters did, and maybe more. It was well-written, and it taught me and the kids a lot about British society in the 16th century that was totally new to us.

Speaker B

I saw an exhibition of paintings by an artist who had painted some of the most famous scenes from Shakespeare, but in a modern setting. For example, there was a picture of the balcony scene from Romeo and Juliet that showed Juliet at a window on the third floor of a block of flats, and Romeo in a communal garden. All the characters were in 21st century dress too. At first, I didn't really like the idea, but eventually I was truly impressed by the results.

Speaker C

I was at a drama workshop and there were some theatre costume and make-up experts there who were transforming people into Shakespearean characters at their stall and then taking pictures of them. It was great fun. I got to dress up as Lady Macbeth. They gave me an outfit, did my hair and put stage make-up on my face. I felt like a movie star! I even got to stand in front of the crowd and say a few lines from her character.

Speaker D

I often struggle to understand Shakespeare's language, so whenever I go to see a Shakespearean play, I prefer to see one of the plays I studied at school, and Othello is one of those. The production of Othello I saw at the local festival last week was simply brilliant! It was an amateur theatre company, so my expectations weren't very high. To my surprise, some of the performances were as good as you'd see from professional actors.

Speaker E

I'm a teacher and I took a large group of children to the festival. When we entered the festival area, we were greeted by actors dressed like people from the 1500s, and speaking the English of the time too. I suppose it was a good idea, but some of the younger children were quite frightened by the performers, because they looked and sounded so different from the adults they know. So they went back to modern speech for us!

Speaker F

I've been involved in the festival since the beginning, and it's got so popular that we don't just perform work by Shakespeare these days. We also present plays by lesser-known writers of his era. This year I played a character in a play by a Spanish playwright called Lope de Vega. We were confident we could sell tickets for at least two performances, and they sold out, so we did three.

➤ Task 2 (p. 152)

Amy: Hi Ben, I'm here! Sending text messages again, huh? You're always on that phone of yours.

Ben: Oh, yes. Sorry, I'll just be a minute, then we can go out for a coffee if you like.

Amy: I can wait. Just don't bring your mobile with you. I can't stand it when you're out with friends and they spend most of the time sending text messages to other friends. I

don't find it polite at all. It shows that they aren't interested in what you're saying.

Ben: Ha ha, yes that annoys me a bit too. Actually, now that I think about it, I don't remember you ever sending me a text message!

Amy: I know. I don't send them very often. They take ages to write and I can never fit in everything that I want to say in one text. I think it's much better to talk to people face-to-face.

Ben: Well, I know what you mean, but that's not always possible, is it? Some of my friends live on the other side of the country, so I can't see them in person very often.

Amy: I guess not, but then if you can't speak in person you should call. It's much more personal! I love it when my friends call me for a chat. We can be on the phone for hours!

Ben: Yes, but sometimes phone calls can be annoying. You might interrupt someone when they're trying to do something important. Or they might be driving or doing something that needs their full concentration.

Amy: Well, they don't have to answer the call, do they? You can always just leave a voice message if they're busy.

Ben: But that's just the same as sending them a text message, isn't it? Only it's a recording instead of a written message.

Amy: Err... well OK, I suppose you've got a point! Still, don't expect to get any text messages from me. I'm going to carry on phoning you.

Ben: No problem, I really don't mind. Anyway, let's go for that coffee before it gets too late. Look, I'm bringing my mobile with me, but I'm turning it off. If anyone calls, they can leave me a message!

Amy: Cool. Thanks Ben. Let's go!

➤ Task 3 (p. 152)

Presenter: Our next guest has done something that many people dream of – he's spent time in space. It's a thrill to have astronaut Ted White in the studio after six months on the International Space Station. Welcome, Ted.

Speaker: Good to be here.

Presenter: Does it feel strange to be back?

Speaker: It certainly does. Moving around the space station doesn't exercise your muscles properly and they become weak. I used gym machines during my stay, but even so I feel low in energy. Also, it's hard to get used to being on the ground again. I spent half a year looking at the whole of the Earth from my window. Now, the only view I have from my house is my garden! Sure, it's relaxing, but you can see there's no comparison!

Presenter: I guess not! Tell me, do you think space travel is much less dangerous now than it was in, say, the 1960s?

Speaker: I suppose it is, but remember space vehicles still aren't tested as thoroughly as aeroplanes, which fly many, many times before carrying passengers. It would be very expensive to do the same with space shuttles. Another danger is sickness. On a mission there's usually only one person with medical training. If he or she fell seriously ill

and died, nobody could treat the rest of the astronauts if they also developed health problems.

Presenter: I'm sure loneliness and homesickness are common problems for astronauts.

Speaker: Well I didn't experience those, because I never stopped being amazed by the experience I was having. The colours of the world are constantly changing, because of weather systems. I can't imagine getting bored with that. And you don't have much time to be lonely or homesick, anyway. There are lots of scientific experiments to oversee, and lots of daily maintenance tasks to carry out.

Presenter: Tell me how your relationship with space began.

Speaker: It was my childhood ambition to go to space. Growing up in the 1970s, I watched TV documentaries about the 1969 mission to the moon that included interviews with the astronauts and it seemed so very exciting. I applied to join the space programme, and it led to 20 years of training, which included learning Russian and how to perform minor surgery. Some people complete the training then get no more than an office job, so I feel very fortunate.

Presenter: Let's talk a bit about life on board the space station. Is it true astronauts can't wash themselves or their clothes?

Speaker: Underwear is worn until it falls apart and is then burnt. It sounds awful, but your clothes don't touch your skin as much in space as they do on Earth, so they don't get so dirty. The problem is that water doesn't flow up there, so it's not very useful for cleaning things. We can wash ourselves because the water and soap is sucked out of the showering area, since it doesn't fall to the floor.

Presenter: Apart from your friends and family, what did you miss most about normal life?

Speaker: Definitely being able to go outside and feel the wind and the warmth of the sun. I used to dream a lot about being on boats and swimming in lakes, which I often do at home, so I suppose I missed the planet's natural environments in general – and particularly being in and on water.

Presenter: So what's next for you? Training for another mission?

Speaker: In the coming months I'll be working at the control room that handles communications between the space station and Earth. You don't hear so much about the space experts who work there, but they are heroes too. I also have a series of talks to deliver at schools and universities.

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решением федерального учебно-методического
объединения по общему образованию
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ПРИМЕРНАЯ РАБОЧАЯ ПРОГРАММА ВОСПИТАНИЯ
ДЛЯ ОБЩЕОБРАЗОВАТЕЛЬНЫХ ОРГАНИЗАЦИЙ

Москва, 2022

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, укоренённый 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 учётом принципов воспитания: гуманистической направленности воспитания, совместной деятельности детей и взрослых, следования нравственному примеру, безопасной жизнедеятельности, инклюзивности, возрастосообразности.

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 учётом 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, 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 знаний, качественного образования с учётом личностных интересов и общественных потребностей.

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 среднего общего образования.

Целевые ориентиры

Гражданское воспитание

Осознанно выражающий свою российскую гражданскую принадлежность (идентичность) в поликультурном, многонациональном и многоконфессиональном российском обществе, в мировом сообществе.

Сознающий своё 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.

Проявляющий готовность к защите Родины, способный аргументированно отстаивать суверенитет и достоинство народа России и Российского государства, сохранять и защищать историческую правду.

Ориентированный на активное гражданское участие на основе уважения закона и правопорядка, прав и свобод сограждан.

Осознанно и деятельно выражающий неприятие любой дискриминации по социальным, национальным, расовым, религиозным признакам, проявлений экстремизма, терроризма, коррупции, антигосударственной деятельности.

Обладающий опытом гражданской социально значимой деятельности (в ученическом самоуправлении, волонтерском движении, экологических, военно-патриотических и др. объединениях, акциях, программах).

Патриотическое воспитание

Выражающий свою национальную, этническую принадлежность, приверженность к родной культуре, любовь к своему народу.

Сознающий причастность к многонациональному народу Российской Федерации, Российскому Отечеству, российскую культурную идентичность.

Проявляющий деятельное ценностное отношение к историческому и культурному наследию своего и других народов России, традициям, праздникам, памятникам народов, проживающих в родной стране – России.

Проявляющий уважение к соотечественникам, проживающим за рубежом, поддерживающий их права, защиту их интересов в сохранении российской культурной идентичности.

Духовно-нравственное воспитание

Проявляющий приверженность традиционным духовно-нравственным ценностям, культуре народов России с учётом мировоззренческого, национального, конфессионального самоопределения.

Действующий и оценивающий своё 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.

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 учётом соблюдения конституционных прав и свобод всех граждан.

Понимающий и деятельно выражающий ценность межнационального, межрелигиозного согласия людей, народов в России, способный вести диалог с людьми разных национальностей, отношения к религии и религиозной принадлежности, находить общие цели и сотрудничать для их достижения.

Ориентированный на создание устойчивой семьи на основе российских традиционных семейных ценностей; понимания брака как союза мужчины и женщины для создания семьи, рождения и воспитания в семье детей; неприятия насилия в семье, ухода от родительской ответственности.

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.

Эстетическое воспитание

Выражающий понимание ценности отечественного и мирового искусства, российского и мирового художественного наследия.

Проявляющий восприимчивость к разным видам искусства, понимание эмоционального воздействия искусства, его влияния на поведение людей, умеющий критически оценивать это влияние.

Проявляющий понимание художественной культуры как средства коммуникации и самовыражения в современном обществе, значения нравственных норм, ценностей, традиций в искусстве.

Ориентированный на осознанное творческое самовыражение, реализацию творческих способностей в разных видах искусства с учётом российских традиционных духовных и нравственных ценностей, на эстетическое обустройство собственного быта.

Физическое воспитание, формирование культуры здоровья и эмоционального благополучия

Понимающий и выражающий в практической деятельности ценность жизни, здоровья и безопасности, значение личных усилий в сохранении и укреплении своего здоровья и здоровья других людей.

Соблюдающий правила личной и общественной безопасности, в том числе безопасного поведения в информационной среде.

Выражающий на практике установку на здоровый образ жизни (здоровое питание, соблюдение гигиены, режим занятий и отдыха, регулярную физическую активность), стремление к физическому совершенствованию, соблюдающий и пропагандирующий безопасный и здоровый образ жизни.

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.

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).

Трудовое воспитание

Уважающий труд, результаты труда, трудовые и профессиональные достижения своих земляков, их вклад в развитие своего поселения, края, страны, трудовые достижения российского народа.

Проявляющий способность к творческому созидательному социально значимому труду в доступных по возрасту социально-трудовых ролях, в том числе предпринимательской деятельности в условиях самозанятости или наёмного труда.

Участвующий в социально значимой трудовой деятельности разного вида в семье, общеобразовательной организации, своей местности, в том числе оплачиваемом труде в каникулярные периоды, с учётом соблюдения законодательства.

Выражающий осознанную готовность к получению профессионального образования, к непрерывному образованию в течение жизни как условию успешной профессиональной и общественной деятельности.

Понимающий специфику трудовой деятельности, регулирования трудовых отношений, самообразования и профессиональной самоподготовки в информационном высокотехнологическом обществе, готовый учиться и трудиться в современном обществе.

Ориентированный на осознанный выбор сферы трудовой, профессиональной деятельности в российском обществе с учётом личных жизненных планов, потребностей своей семьи, общества.

Экологическое воспитание

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.

Выражающий деятельное неприятие действий, приносящих вред природе.

Применяющий знания естественных и социальных наук для разумного, бережливого природопользования в быту, общественном пространстве.

Имеющий и развивающий опыт экологически направленной, природоохранной, ресурсосберегающей деятельности, участвующий в его приобретении другими людьми.

Ценности научного познания

Деятельно выражающий познавательные интересы в разных предметных областях с учётом своих интересов, способностей, достижений.

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.

Демонстрирующий навыки критического мышления, определения достоверной научной информации и критики антинаучных представлений.

Развивающий и применяющий навыки наблюдения, накопления и систематизации фактов, осмысления опыта в естественнонаучной и гуманитарной областях познания, исследовательской деятельности.

РАЗДЕЛ 2. СОДЕРЖАТЕЛЬНЫЙ

[...]

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 определённого 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 воспитания, их учёт 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; реализацию 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 поддержку доброжелательной атмосферы;

- организацию 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.

[...]

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, памяtnыми датами, в которых участвуют все классы;

- участие во всероссийских акциях, посвящённых 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 партнёров, 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 др. 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 может предусматривать (указываются конкретные позиции, имеющиеся в общеобразовательной организации или запланированные):

- общие внешкольные мероприятия, в том числе организуемые совместно с социальными партнёрами 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, учёного, 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, фотоотчёты 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 (стендов, плакатов, инсталляций 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.

[...]

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.

[...]

Профориентация

Реализация воспитательного потенциала профориентационной работы общеобразовательной организации может предусматривать (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, посвящённых 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, включённых в обязательную часть образовательной программы, в рамках компонента участников образовательных отношений, внеурочной деятельности, дополнительного образования.

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,
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ПРИМЕРНАЯ РАБОЧАЯ ПРОГРАММА
СРЕДНЕГО ОБЩЕГО ОБРАЗОВАНИЯ

АНГЛИЙСКИЙ ЯЗЫК

ВТОРОЙ ИНОСТРАННЫЙ ЯЗЫК
БАЗОВЫЙ УРОВЕНЬ

(для 10—11 классов образовательных организаций)

МОСКВА
2022

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ПРИМЕРНАЯ РАБОЧАЯ ПРОГРАММА. АНГЛИЙСКИЙ ЯЗЫК. ВТОРОЙ ИНОСТРАННЫЙ ЯЗЫК. БАЗОВЫЙ УРОВЕНЬ. (ДЛЯ 10—11 КЛАССОВ ОБРАЗОВАТЕЛЬНЫХ ОРГАНИЗАЦИЙ)

Примерная рабочая программа среднего общего образования по второму иностранному (английскому) языку (базовый уровень) составлена на основе «Требований к результатам освоения основной образовательной программы», представленных в Федеральном государственном образовательном стандарте среднего общего образования (приказ Министерства образования и науки Российской Федерации от 17.05.2012 № 413 с изменениями, внесёнными приказами Министерства образования и науки Российской Федерации от 29.12.2014 № 1645, от 31.12.2015 № 1578, от 29.06.2017 № 613, приказами Министерства просвещения Российской Федерации от 24.09.2020 № 519, от 11.12.2020 № 712, далее ФГОС СОО), Примерной основной образовательной программой среднего общего образования (одобрена решением федерального учебно-методического объединения по общему образованию (протокол от 28.06.2016 № 2/16), а также на основе характеристики планируемых результатов духовно-нравственного развития, воспитания и социализации обучающихся, представленной в Примерной программе воспитания (одобрено решением ФУМО от 12.06.2020 г.).

ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Примерная рабочая программа является ориентиром для составления рабочих программ по предмету: она дает представление о целях образования, развития, воспитания и социализации обучающихся на старшей ступени среднего общего образования, путях формирования системы знаний, умений и способов деятельности у обучающихся на базовом уровне средствами учебного предмета «Второй иностранный язык (английский)»; определяет инвариантную (обязательную) часть содержания учебного курса по второму иностранному языку (английскому) как учебному предмету, за пределами которой остается возможность выбора вариативной составляющей содержания образования в плане порядка изучения тем, некоторого расширения объема содержания и его детализации.

Примерная рабочая программа устанавливает распределение обязательного предметного содержания по годам обучения; предусматривает примерный ресурс учебного времени, выделя-

Примерная рабочая программа

емого на изучение тем/разделов курса, учитывает особенности изучения второго иностранного языка (английского), исходя из его лингвистических особенностей и структур родного (русского) языка обучающихся и изучаемого первого иностранного языка, межпредметных связей второго иностранного языка (английского) с содержанием других общеобразовательных предметов, изучаемых в 10—11 классах, а также с учетом возрастных особенностей обучающихся. В примерной рабочей программе для старшей ступени средней общеобразовательной школы предусмотрено дальнейшее совершенствование сформированных иноязычных речевых умений обучающихся и использование ими языковых средств, представленных в примерной рабочей программе основного общего образования, что обеспечивает преемственность между этапами общего образования по второму иностранному языку (английскому). При этом содержание примерной программы среднего общего образования имеет особенности, обусловленные задачами развития, обучения и воспитания обучающихся заданными социальными требованиями к уровню развития их личностных и познавательных качеств, предметным содержанием системы среднего общего образования, а также возрастными психологическими особенностями обучающихся 16—17 лет.

Личностные и метапредметные результаты представлены в программе с учетом особенностей преподавания второго иностранного языка (английского) в средней общеобразовательной школе с учетом методических традиций построения школьного курса второго иностранного языка (английского), реализованных в большей части учебно-методических комплектов (УМК), входящих в Федеральный перечень учебников по второму иностранному языку (английскому), допущенных к использованию при реализации имеющих государственную аккредитацию образовательных программ начального общего, основного общего, среднего общего образования организациями, осуществляющими образовательную деятельность.

ОБЩАЯ ХАРАКТЕРИСТИКА УЧЕБНОГО ПРЕДМЕТА «АНГЛИЙСКИЙ ЯЗЫК. ВТОРОЙ ИНОСТРАННЫЙ ЯЗЫК. БАЗОВЫЙ УРОВЕНЬ»

Учебному предмету «Второй иностранный язык (английский)» принадлежит важное место в системе общего среднего образования и воспитания современного школьника в условиях поли-

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культурного и многоязычного мира. Изучение иностранного языка направлено на формирование коммуникативной культуры обучающихся, осознание роли языка как инструмента межличностного и межкультурного взаимодействия, способствует их общему речевому развитию, воспитанию гражданской идентичности, расширению кругозора, воспитанию чувств и эмоций. Второй иностранный язык (английский) создает важные предпосылки для подлинного межкультурного и транскультурного диалога, а также многоязычия, поскольку предполагает знакомство с несколькими иноязычными культурами и общение с использованием нескольких иностранных языков. Актуальность введения именно английского языка как второго иностранного связана со спецификой английского как языка межнационального общения, что дает обучаемым возможность приобщения к более широкому пласту культурных и научных достижений.

Предметные знания и способы деятельности, осваиваемые обучающимися при изучении второго иностранного языка, находят применение в рамках образовательного процесса при изучении других предметных областей, становятся значимыми для формирования положительных качеств личности. Таким образом, они ориентированы на формирование как метапредметных, так и личностных результатов обучения. Особенно это связано с развитием коммуникативных учебных действий, поскольку увеличивает перечень ситуаций и сфер общения с учетом англоязычной культурной специфики. Лингвистический опыт, возрастающий с введением второго иностранного языка (английского), позволяет повысить уровень владения первым иностранным языком на основе механизма трансференции (положительного переноса).

В настоящее время происходит трансформация взглядов на владение иностранным языком, связанная с усилением общественных запросов на квалифицированных и мобильных людей, способных быстро адаптироваться к изменяющимся условиям жизни, овладевать новыми компетенциями. Владение иностранным языком обеспечивает быстрый доступ к передовым международным научным и технологическим достижениям, расширяет возможности образования и самообразования. Чтение и обсуждение текстов из разных предметных областей способствует развитию учебно-исследовательских умений и формированию навыков элементарного профессионального общения. Владение вторым иностранным языком (английским) рассматривается сейчас как ключевое преимущество для до-

стижения успеха в будущей профессии, что связано с его повсеместным распространением как инструмента профессионального взаимодействия представителей разных стран мира. Поэтому второй иностранный язык (английский) можно считать универсальным предметом, который привлекает внимание современного старшеклассника независимо от выбранных им профильных предметов (математика, история, физика и др.). Таким образом владение вторым иностранным языком (английским) становится одним из важнейших средств социализации, самовыражения и успешной профессиональной деятельности выпускника средней общеобразовательной школы.

Расширение номенклатуры изучаемых иностранных языков соответствует стратегическим интересам России в эпоху пост-глобализации и многополярного мира. Знание родного языка экономического или политического партнера обеспечивает более эффективное общение, учитывающее особенности менталитета и культуры партнера, что позволяет успешнее приходиться к консенсусу при проведении переговоров, решении возникающих проблем с целью достижения поставленных задач, избегая при этом конфликтов.

Естественно, возрастание значимости владения иностранными языками приводит к переосмыслению целей и содержания обучения предмету.

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Исходя из вышесказанного, цели иноязычного образования становятся более сложными по структуре, формулируются на ценностном, когнитивном и прагматическом уровнях и, соответственно, воплощаются в личностных, метапредметных и предметных результатах. Иностранный язык признается не только средством общения, но и ценным ресурсом личности для социальной адаптации и самореализации (в том числе в профессии), 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 и народов.

На прагматическом уровне **целью** иноязычного образования (базовый уровень владения английским языком) на старшей ступени общего образования провозглашено совершенствова-

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ние и развитие коммуникативной компетенции обучающихся, сформированной на предыдущих ступенях, в единстве таких ее составляющих как речевая, языковая, социокультурная, компенсаторная и метапредметная компетенции:

- *речевая компетенция* — развитие коммуникативных умений в четырех основных видах речевой деятельности (говорении, аудировании, чтении, письменной речи);
- *языковая компетенция* — овладение новыми языковыми средствами (фонетическими, орфографическими, пунктуационными, лексическими, грамматическими) в соответствии с отобранными темами общения; освоение знаний о языковых явлениях английского языка, разных способах выражения мысли в родном и английском языках;
- *социокультурная/межкультурная компетенция* — приобщение к культуре, традициям англоговорящих стран в рамках тем и ситуаций общения, отвечающих опыту, интересам, психологическим особенностям учащихся на старшей ступени общего образования; формирование умения представлять свою страну, ее культуру в условиях межкультурного общения;
- *компенсаторная компетенция* — развитие умений выходить из положения в условиях дефицита языковых средств английского языка при получении и передаче информации;
- *метапредметная/учебно-познавательная компетенция* — развитие общих и специальных учебных умений, позволяющих совершенствовать учебную деятельность по овладению иностранным языком, удовлетворять с его помощью познавательные интересы в других областях знания.

Наряду с иноязычной коммуникативной компетенцией в процессе овладения иностранным языком 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 иноязычного образования на старшей ступени общего образования, добиться достижения планируемых результатов в рамках содержания обучения, отобранного для данной ступени общего образования при исполь-

зовании новых педагогических технологий (дифференциации, индивидуализации, проектной деятельности и др.) и возможностей цифровой образовательной среды.

МЕСТО УЧЕБНОГО ПРЕДМЕТА «АНГЛИЙСКИЙ ЯЗЫК. ВТОРОЙ ИНОСТРАННЫЙ ЯЗЫК. БАЗОВЫЙ УРОВЕНЬ» В УЧЕБНОМ ПЛАНЕ

В предметную область «Иностранные языки» наряду с обязательным учебным предметом «Иностранный язык» входит предмет «Второй иностранный язык». Изучение второго иностранного языка происходит при наличии у обучающихся потребности во владении вторым иностранным языком и при условии, что образовательная организация обладает кадровой обеспеченностью, техническими и материальными условиями, позволяющими достигнуть предметных результатов, заявленных во ФГОС СОО.

Учебный предмет «Второй иностранный язык» изучается с 5 по 11 класс. На этапе среднего общего образования минимально допустимое количество учебных часов, выделяемых на изучение второго иностранного языка (базовый уровень) — 2 часа в неделю, что составляет по 70 учебных часов в 10 и 11 классах (суммарно 140 часов за два года обучения).

Требования к предметным результатам для среднего общего образования констатируют необходимость к окончанию 11 класса владения умением общаться на втором иностранном (английском) языке в разных формах (устно и письменно, непосредственно и опосредованно) на **уровне, приближающемся к пороговому.**

Базовый (пороговый) уровень усвоения учебного предмета Иностранный (английский) язык ориентирован на создание общеобразовательной и общекультурной подготовки, на формирование целостных представлений обучающихся о мире, об общечеловеческих ценностях, о важности общения с целью достижения взаимопонимания в целом, и о языке как средстве межличностного и межкультурного общения, в частности. Достижение порогового уровня владения иностранным (английским) языком позволяет выпускникам российской школы использовать его для общения в устной и письменной формах как с носителями изучаемого иностранного (английского) языка, так и с представителями других стран, использующими данный язык как средство общения. Кроме того, пороговый уро-

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вень владения иностранным (английским) языком позволяет использовать иностранный (английский) язык как средство для поиска, получения и обработки информации из иноязычных источников в образовательных и самообразовательных целях; использовать словари и справочники на иностранном языке, в том числе информационно-справочные системы в электронной форме.

Примерная рабочая программа состоит из четырех разделов:

1) пояснительная записка; 2) содержание учебного предмета «Английский язык. Второй иностранный язык. Базовый уровень» по годам обучения (10 и 11 классы); 3) планируемые результаты (личностные и метапредметные результаты изучения учебного предмета на уровне среднего общего образования; предметные результаты по английскому языку по годам обучения (10 и 11 классы); 4) тематическое планирование по годам обучения (10 и 11 классы).

СОДЕРЖАНИЕ УЧЕБНОГО ПРЕДМЕТА «АНГЛИЙСКИЙ ЯЗЫК. ВТОРОЙ ИНОСТРАННЫЙ ЯЗЫК. БАЗОВЫЙ УРОВЕНЬ»

10 класс

Коммуникативные умения

Развитие умения общаться в устной и письменной форме, используя рецептивные и продуктивные виды речевой деятельности в рамках тематического содержания речи.

Повседневная жизнь семьи. Межличностные отношения в семье, с друзьями и знакомыми.

Внешность и характеристика человека, литературного персонажа.

Здоровый образ жизни и забота о здоровье: режим труда и отдыха, спорт, сбалансированное питание, посещение врача.

Школьное образование, школьная жизнь. Переписка с зарубежными сверстниками. Взаимоотношения в школе.

Современный мир профессий. Проблемы выбора профессии: возможности продолжения образования в высшей школе, в колледже, выбор рабочей специальности. Роль иностранного языка в планах на будущее.

Примерная рабочая программа

Молодёжь в современном обществе. Досуг молодёжи: чтение, кино, театр, музыка, музеи, Интернет, компьютерные игры.

Покупки: одежда, обувь и продукты питания. Карманные деньги. Молодёжная мода.

Путешествия по России и зарубежным странам. Виды отдыха.

Проблемы экологии. Защита окружающей среды.

Технический прогресс: перспективы и последствия. Современные средства связи.

Родная страна и страна/страны изучаемого языка: географическое положение, столицы и крупные города, регионы; система образования, достопримечательности, культурные особенности (национальные и популярные праздники, традиции, обычаи).

Выдающиеся люди родной страны и страны/стран изучаемого языка, их вклад в науку и мировую культуру.

Говорение

Развитие коммуникативных умений *диалогической речи*, на базе умений, сформированных в основной школе, а именно умений вести разные виды диалога (диалог этикетного характера, диалог-побуждение к действию, диалог-расспрос, диалог-обмен мнениями; комбинированный диалог, включающий разные виды диалогов):

диалог этикетного характера: начинать, поддерживать и заканчивать разговор, вежливо переспрашивать; выражать согласие/отказ; выражать благодарность; поздравлять с праздником, выражать пожелания и вежливо реагировать на поздравление;

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.).

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Названные умения диалогической речи совершенствуются в стандартных ситуациях неофициального и официального общения в рамках тематического содержания речи 10 класса с опорой на речевые ситуации и/или иллюстрации, фотографии, таблицы, диаграммы с соблюдением норм речевого этикета, принятых в стране/странах изучаемого языка, при необходимости уточняя и переспрашивая собеседника.

Объём диалога — до 7 реплик со стороны каждого собеседника.

Развитие коммуникативных умений *монологической речи* на базе умений, сформированных в основной школе:

создание устных связных монологических высказываний с использованием основных коммуникативных типов речи: описание (предмета, местности, внешности и одежды человека), характеристика (черты характера реального человека или литературного персонажа); повествование/сообщение; рассуждение;

пересказ основного содержания прочитанного/прослушанного текста с выражением своего отношения к событиям и фактам, изложенным в тексте;

устное представление (презентация) результатов выполненной проектной работы.

Данные умения монологической речи развиваются в рамках тематического содержания речи 10 класса с опорой на ключевые слова, план и/или иллюстрации, фотографии, таблицы, диаграммы или без опоры.

Объём монологического высказывания — 11—12 фраз.

Аудирование

Развитие коммуникативных умений аудирования на базе умений, сформированных в основной школе: понимание на слух несложных аутентичных текстов, содержащих отдельные неизученные языковые явления, с использованием языковой и контекстуальной догадки, 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 незна-

комые слова, несущественные для понимания основного содержания.

Аудирование с пониманием нужной/интересующей/запрашиваемой информации предполагает умение выделять данную информацию, представленную в эксплицитной (явной) форме, в воспринимаемом на слух тексте.

Тексты для аудирования: диалог (беседа), интервью, высказывания собеседников в ситуациях повседневного общения, рассказ, сообщение информационного характера, объявление.

Время звучания текста/текстов для аудирования — до 2 минут.

Смысловое чтение

Развитие сформированных в основной школе умений читать про себя и понимать с использованием языковой и контекстуальной догадки аутентичные тексты разных жанров и стилей, 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; 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; игнорировать незнакомые слова, несущественные для понимания основного содержания.

Чтение с пониманием нужной/интересующей/запрашиваемой информации предполагает умение находить в прочитанном тексте и понимать данную информацию, представленную в эксплицитной (явной) и имплицитной (неявной) форме; оценивать найденную информацию с точки зрения её значимости для решения коммуникативной задачи.

В ходе чтения с полным пониманием аутентичных текстов, содержащих отдельные неизученные языковые явления, 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.

Чтение сплошных текстов (таблиц, диаграмм, графиков и т. д.) и понимание представленной в них информации.

Тексты для чтения: диалог (беседа), интервью, рассказ, отрывок из художественного произведения, статья научно-популярного характера, сообщение информационного характера, объявление, памятка, электронное сообщение личного характера, стихотворение.

Объём текста/текстов для чтения — 400—600 слов.

Письменная речь

Развитие умений письменной речи на базе умений, сформированных в основной школе:

заполнение анкет и формуляров в соответствии с нормами, принятыми в стране/странах изучаемого языка;

написание резюме (CV) с сообщением основных сведений о себе в соответствии с нормами, принятыми в стране/странах изучаемого языка;

написание электронного сообщения личного характера в соответствии с нормами неофициального общения, принятыми в стране/странах изучаемого языка. Объём сообщения — до 120 слов;

создание небольшого письменного высказывания (рассказа, сочинения и т. д.) с опорой на образец, план, иллюстрацию, таблицу, диаграмму и/или прочитанный/прослушанный текст. Объём письменного высказывания — до 140 слов;

заполнение таблицы: краткая фиксация содержания прочитанного/прослушанного текста или дополнение информации в таблице;

письменное предоставление результатов выполненной проектной работы, в том числе в форме презентации. Объём — до 140 слов.

Языковые знания и навыки

Фонетическая сторона речи

Различение на слух и адекватное (без ошибок, ведущих к сбою в коммуникации) произношение слов с соблюдением правильного ударения и фраз/предложений с соблюдением основных ритмико-интонационных особенностей, в том числе правила отсутствия фразового ударения на служебных словах.

Чтение вслух аутентичных текстов, построенных в основном на изученном языковом материале, с соблюдением правил чтения и соответствующей интонацией, демонстрирующее понимание текста.

Тексты для чтения вслух: сообщение информационного характера, отрывок из статьи научно-популярного характера,

Примерная рабочая программа

рассказ, диалог (беседа), интервью. Объём текста для чтения вслух — до 120 слов.

Орфография и пунктуация

Правильное написание изученных слов.

Правильная расстановка знаков препинания в письменных высказываниях: запятой при перечислении, обращении и при выделении вводных слов, обозначающих порядок мыслей и их связь (например, *firstly, secondly, finally; on the one hand, on the other hand*); апострофа; точки, вопросительного, восклицательного знака в конце предложения, отсутствие точки после заголовка.

Пунктуационно правильное оформление электронного сообщения личного характера в соответствии с нормами речевого этикета, принятыми в стране/странах изучаемого языка: постановка запятой после обращения и завершающей фразы; точки после выражения надежды на дальнейший контакт; отсутствие точки после подписи.

Лексическая сторона речи

Распознавание в звучащем и письменном тексте и употребление в устной и письменной речи лексических единиц (слов, в том числе многозначных; фразовых глаголов; словосочетаний; речевых клише; средств логической связи), обслуживающих ситуации общения в рамках тематического содержания речи 10 класса, с соблюдением существующей в английском языке нормы лексической сочетаемости.

Объём — 1100 единиц для продуктивного использования (включая 900 единиц, изученных ранее), и 1300 единиц для рецептивного усвоения (включая 1100 единиц продуктивного минимума).

Основные способы словообразования:

а) аффиксация: образование

— глаголов при помощи префиксов *dis-, mis-, re-, over-, under-* суффикса *-ise/-ize*;

— имён существительных при помощи префиксов *un-, in-/im-* и суффиксов *-ance/-ence, -er/-or, -ing, -ist, -ity, -ment, -ness, -sion/-tion -ship*;

— имён прилагательных при помощи префиксов *un-, in-/im-, inter-, non-* и суффиксов *-able/-ible, -al, -ed, -ese, -ful, -ian/-an, -ing, -ish -ive, -less, -ly, -ous, -y*;

— наречий при помощи префиксов *un-, in-/im-* и суффикса *-ly*;

— числительных при помощи суффиксов *-teen, -ty, -th*.

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б) словосложение: образование

— сложных существительных путём соединения основ существительных (football);

— сложных существительных путём соединения основы прилагательного с основой существительного (blackboard);

— сложных существительных путём соединения основ существительных с предлогом (father-in-law);

— сложных прилагательных путём соединения основы прилагательного с основой причастия I (nice-looking).

в) конверсия: образование

— имён существительных от неопределённых форм глаголов (to run — a run);

— имён существительных от имён прилагательных (rich people — the rich);

— глаголов от имён существительных (a hand — to hand);

— глаголов от имён прилагательных (cool — to cool).

Имена прилагательные на -ed и -ing (excited — exciting).

Многозначные лексические единицы. Синонимы. Антонимы. Интернациональные слова. Наиболее частотные фразовые глаголы. Сокращения и аббревиатуры.

Различные средства связи для обеспечения целостности и логичности устного/письменного высказывания.

Грамматическая сторона речи

Распознавание в звучащем и письменном тексте и употребление в устной и письменной речи изученных морфологических форм и синтаксических конструкций английского языка.

Различные коммуникативные типы предложений: повествовательные (утвердительные, отрицательные), вопросительные (общий, специальный, альтернативный, разделительный вопросы), побудительные (в утвердительной и отрицательной форме).

Нераспространённые и распространённые простые предложения, в том числе с несколькими обстоятельствами, следующими в определённом порядке (We moved to a new house last year.).

Предложения с начальным It.

Предложения с начальным There + to be.

Предложения с глагольными конструкциями, содержащими глаголы-связки to be, to look, to seem, to feel (He looks/seems/feels happy.).

Предложения со сложным дополнением — Complex Object (I want you to help me. I saw her cross/crossing the road. I want to have my hair cut.)

Сложносочинённые предложения с сочинительными союзами *and, but, or*.

Сложноподчинённые предложения с союзами и союзными словами *because, if, when, where, what, why, how*.

Сложноподчинённые предложения с союзными словами *whoever, whatever, however, whenever*.

Сложноподчинённые предложения с придаточными: времени с союзом *since*; определительными с союзными словами *who, which, that*.

Условные предложения с глаголами в изъявительном наклонении: Conditional 0 (*If you heat ice, it melts.*), Conditional I (*If the weather is fine, we'll go for a walk.*); с глаголами в сослагательном наклонении: Conditional II (*If I had time, I would learn German.*).

Все типы вопросительных предложений (общий, специальный, альтернативный, разделительный вопросы в Present/Past/Future Simple Tense; Present/Past Continuous Tense; Present/Past Perfect Tense).

Повествовательные, вопросительные и побудительные предложения в косвенной речи в настоящем и прошедшем времени; согласование времён в рамках сложного предложения.

Модальные глаголы в косвенной речи в настоящем и прошедшем времени.

Предложения с конструкциями *as... as, not so... as; both... and... either... or, neither... nor*.

Предложения с *I wish...* (*I wish I had a dog.*).

Конструкции с глаголами на *-ing*: *to love/hate doing smth.*

Конструкции с глаголами *to stop, to remember, to forget*.

Конструкция *It takes me... to do smth.*

Конструкция *used to + инфинитив глагола* (*He used to play football. Now he plays rugby.*).

Конструкции *be/get used to smth* (*They are used to cold weather. It took him a week to get used to the routine.*); *be/get used to doing smth* (*She is used to living in the country.*).

Конструкции *I prefer, I'd prefer, I'd rather prefer*, выражающих предпочтение, а также конструкций *I'd rather, You'd better*.

Глаголы (правильных и неправильных) в видовременных формах действительного залога в изъявительном наклонении (Present/Past/Future Simple Tense; Present/Past Continuous Tense; Present/Past Perfect Tense; Future-in-the-Past Tense) и наиболее употребительных формах страдательного залога (Present/Past Simple Passive).

Конструкция *to be going to*, формы *Future Simple Tense* и *Present Continuous Tense* для выражения будущего действия.

Модальные глаголы и их эквиваленты (*can/be able to, could, must/have to, may, might, should, shall, would, will, need*).

Неличные формы глагола — инфинитив, герундий, причастие (*Participle I* и *Participle II*); причастия в функции определения (*Participle I* — *a playing child*, *Participle II* — *a written text*).

Определённый, неопределённый и нулевой артикли.

Имена существительные во множественном числе, образованных по правилу, и исключения.

Неисчисляемые имена существительные, имеющие форму только множественного числа.

Имена прилагательные и наречия в положительной, сравнительной и превосходной степенях, образованных по правилу, и исключения.

Слова, выражающие количество (*many/much, little/a little; few/a few; a lot of*).

Личные местоимения в именительном и объектном падежах; притяжательные местоимения (в том числе в абсолютной форме); возвратные, указательные, вопросительные местоимения; неопределённые местоимения и их производные; отрицательные местоимения *none, no* и его производные (*nobody, nothing, etc.*).

Количественные и порядковые числительные.

Предлоги места, времени, направления; предлоги, употребляемые в страдательном залоге.

Социокультурные знания и умения

Осуществление межличностного и межкультурного общения 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 10 класса.

Знание и использование в устной и письменной речи наиболее употребительной тематической фоновой лексики и реалий родной страны и страны/стран изучаемого языка при изучении тем: система образования, страницы истории, национальные и популярные праздники, проведение досуга, этикетные особенности общения и т. д.

Владение основными сведениями о социокультурном портрете и культурном наследии страны/стран, говорящих на английском языке.

Понимание речевых различий в ситуациях официального и неофициального общения в рамках тематического содержания речи и использование лексико-грамматических средств с их учётом.

Развитие умения представлять родную страну/малую родину и страну/страны изучаемого языка (культурные явления и события; достопримечательности; выдающиеся люди: государственные деятели, учёные, писатели, поэты, художники, спортсмены, актёры и т. д.)

Компенсаторные умения

Овладение компенсаторными умениями, позволяющими в случае сбоя коммуникации, а также в условиях дефицита языковых средств использовать различные приемы переработки информации: при говорении — переспрос; при говорении и письме — описание/перифраз/толкование; при чтении и аудировании — языковую и контекстуальную догадку.

Развитие умения игнорировать информацию, не являющуюся необходимой, для понимания основного содержания прочитанного/прослушанного текста или для нахождения в тексте запрашиваемой информации.

11 класс

Коммуникативные умения

Совершенствование умения общаться в устной и письменной форме, используя рецептивные и продуктивные виды речевой деятельности в рамках тематического содержания речи.

Повседневная жизнь семьи. Межличностные отношения в семье, с друзьями и знакомыми. Конфликтные ситуации, их предупреждение и разрешение.

Внешность и характеристика человека, литературного персонажа.

Здоровый образ жизни и забота о здоровье: режим труда и отдыха, спорт, сбалансированное питание.

Школьное образование, школьная жизнь. Переписка с зарубежными сверстниками. Выбор профессии. Альтернативы в продолжении образования.

Место иностранного языка в повседневной жизни и профессиональной деятельности в современном мире.

Молодёжь в современном обществе. Участие молодежи в жизни общества. Досуг молодёжи: увлечения и интересы.

Роль спорта в современной жизни.

Туризм. Путешествия по России и зарубежным странам.

Природа. Проблемы экологии. Защита окружающей среды.

Технический прогресс: перспективы и последствия. Современные средства информации и коммуникации (пресса, Интернет, социальные сети и т. д.). Интернет-безопасность.

Родная страна и страна/страны изучаемого языка: столица, крупные города, регионы; система образования; достопримечательности, культурные особенности.

Выдающиеся люди родной страны и страны/стран изучаемого языка, их вклад в науку и мировую культуру.

Говорение

Развитие коммуникативных умений *диалогической речи*, а именно умений вести разные виды диалога (диалог этикетного характера, диалог-побуждение к действию, диалог-расспрос, диалог-обмен мнениями; комбинированный диалог, включающий разные виды диалогов):

диалог этикетного характера: начинать, поддерживать и заканчивать разговор, вежливо переспрашивать; вежливо выражать согласие/отказ; выражать благодарность; поздравлять с праздником, выражать пожелания и вежливо реагировать на поздравление;

диалог-побуждение к действию: обращаться с просьбой, вежливо соглашаться/не соглашаться выполнить просьбу; давать совет и принимать/не принимать совет; 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; брать/давать интервью;

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 совершенствуются в стандартных ситуациях неофициального и официального общения в рамках тематического содержания речи 11 класса с опорой на речевые ситуации и/или иллюстрации, фотографии, таблицы, диаграммы с соблюдением норм речевого этикета, принятых в стране/странах изучаемого языка, при необходимости уточняя и переспрашивая собеседника.

Объём диалога — до 9 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), характеристика (черты характера реального человека или литературного персонажа); повествование/сообщение; рассуждение. Данные умения монологической речи развиваются в рамках тематического содержания речи с опорой на ключевые слова, план и/или иллюстрации, фотографии, таблицы, диаграммы и без опоры;

пересказ основного содержания прочитанного/прослушанного текста без опоры на ключевые слова, план с выражением своего отношения к событиям и фактам, изложенным в тексте;

устное представление (презентация) результатов выполненной проектной работы.

Объём монологического высказывания — 14—15 фраз.

Аудирование

Развитие коммуникативных умений аудирования: понимание на слух аутентичных текстов, содержащих отдельные неизученные языковые явления, с использованием языковой и контекстуальной догадки, 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, несущественные для понимания основного содержания.

Аудирование с пониманием нужной/интересующей/запрашиваемой информации предполагает умение выделять данную информацию, представленную в эксплицитной (явной) форме, в воспринимаемом на слух тексте.

Тексты для аудирования: диалог (беседа), интервью, высказывания собеседников в ситуациях повседневного общения, рассказ, сообщение информационного характера, объявление.

Языковая сложность текстов для аудирования должна приближаться к пороговому уровню (B1 — пороговый уровень по общеевропейской шкале).

Время звучания текста/текстов для аудирования — до 2,5 минут.

Смысловое чтение

Развитие умений читать про себя и понимать с использованием языковой и контекстуальной догадки аутентичные тексты разных жанров и стилей, 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; с полным пониманием содержания текста.

Чтение с пониманием основного содержания текста предполагает умения: определять тему/основную мысль, выделять главные факты/события (опуская второстепенные); понимать структурно-смысловые связи в тексте; прогнозировать содержание текста по заголовку/началу текста; определять логическую последовательность главных фактов, событий; игнорировать незнакомые слова, несущественные для понимания основного содержания.

Чтение с пониманием нужной/интересующей/запрашиваемой информации предполагает умение находить прочитанном тексте и понимать данную информацию, представленную в эксплицитной (явной) и имплицитной форме (неявной) форме; оценивать найденную информацию с точки зрения её значимости для решения коммуникативной задачи.

В ходе чтения с полным пониманием аутентичных текстов, содержащих отдельные неизученные языковые явления, 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.

Чтение несплошных текстов (таблиц, диаграмм, графиков и т. д.) и понимание представленной в них информации.

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.

Языковая сложность текстов для чтения должна приближаться к пороговому уровню (B1 — пороговый уровень по общеевропейской шкале).

Объём текста/текстов для чтения — 600—800 слов.

Письменная речь

Развитие умений письменной речи:

заполнение анкет и формуляров в соответствии с нормами, принятыми в стране/странах изучаемого языка;

написание резюме (CV) с сообщением основных сведений о себе в соответствии с нормами, принятыми в стране/странах изучаемого языка;

написание электронного сообщения личного характера в соответствии с нормами неофициального общения, принятыми в стране/странах изучаемого языка. Объём сообщения — до 140 слов;

создание небольшого письменного высказывания (рассказа, сочинения, статьи и т. д.) с опорой на образец, план, иллюстрацию, таблицу, диаграмму, прочитанный/прослушанный текст. Объём письменного высказывания — до 180 слов;

заполнение таблицы: краткая фиксация содержания прочитанного/прослушанного текста или дополнение информации в таблице;

письменное предоставление результатов выполненной проектной работы, в том числе в форме презентации. Объём — до 180 слов.

Языковые знания и навыки

Фонетическая сторона речи

Различение на слух и адекватное (без ошибок, ведущих к сбою в коммуникации) произношение слов с соблюдением правильного ударения и фраз/предложений с соблюдением основных ритмико-интонационных особенностей, в том числе правила отсутствия фразового ударения на служебных словах.

АНГЛИЙСКИЙ ЯЗЫК. Второй иностранный язык. 10—11 классы

Чтение вслух аутентичных текстов, построенных в основном на изученном языковом материале, с соблюдением правил чтения и соответствующей интонацией, демонстрирующее понимание текста.

Тексты для чтения вслух: сообщение информационного характера, отрывок из статьи научно-популярного характера, рассказ, диалог (беседа), интервью. Объём текста для чтения вслух — до 150 слов.

Орфография и пунктуация

Правильное написание изученных слов.

Правильная расстановка знаков препинания в письменных высказываниях: запятой при перечислении, обращении и при выделении вводных слов, обозначающих порядок мыслей и их связь (например, *firstly, secondly, finally; on the one hand, on the other hand*); апострофа; точки, вопросительного, восклицательного знака в конце предложения, отсутствие точки после заголовка.

Пунктуационно правильное, в соответствии с нормами речевого этикета, принятыми в стране/странах изучаемого языка, оформление электронного сообщения личного характера: постановка запятой после обращения и завершающей фразы; точки после выражения надежды на дальнейший контакт; отсутствие точки после подписи.

Лексическая сторона речи

Распознавание в звучащем и письменном тексте и употребление в устной и письменной речи лексических единиц (слов, в том числе многозначных; фразовых глаголов; словосочетаний; речевых клише; средств логической связи), обслуживающих ситуации общения в рамках тематического содержания речи, с соблюдением существующей в английском языке нормы лексической сочетаемости.

Объём — 1400 единиц для продуктивного использования (включая 1100 единиц, изученных ранее), и 1500 единиц для рецептивного усвоения (включая 1400 единиц продуктивного минимума).

Основные способы словообразования:

а) аффиксация: образование

— глаголов при помощи префиксов *dis-, mis-, re-, over-, under-* и суффиксов *-ise/-ize, -en*;

— имён существительных при помощи префиксов *un-, in-/im-, il-/ir-* и суффиксов *-ance/-ence, -er/-or, -ing, -ist, -ity, -ment, -ness, -sion/-tion, -ship*;

Примерная рабочая программа

— имён прилагательных при помощи префиксов un-, in-/im-, il-/ir-, inter-, non-, post-, pre- и суффиксов -able/-ible, -al, -ed, -ese, -ful, -ian/-an, -ical, -ing, -ish, -ive, -less, -ly, -ous, -y;

— наречий при помощи префиксов un-, in-/im-, il-/ir- и суффикса -ly;

— числительных при помощи суффиксов -teen, -ty, -th;

б) словосложение: образование

— сложных существительных путём соединения основ существительных (football);

— сложных существительных путём соединения основы прилагательного с основой существительного (bluebell);

— сложных существительных путём соединения основ существительных с предлогом (father-in-law);

— сложных прилагательных путём соединения основы прилагательного с основой причастия I (nice-looking);

в) конверсия: образование

— имён существительных от неопределённых форм глаголов (to run — a run);

— имён существительных от прилагательных (rich people — the rich);

— глаголов от имён существительных (a hand — to hand);

— глаголов от имён прилагательных (cool — to cool).

Имена прилагательные на -ed и -ing (excited — exciting).

Многозначные лексические единицы. Синонимы. Антонимы. Интернациональные слова. Наиболее частотные фразовые глаголы. Сокращения и аббревиатуры.

Различные средства связи для обеспечения целостности и логичности устного/письменного высказывания.

Грамматическая сторона речи

Распознавание в звучащем и письменном тексте и употребление в устной и письменной речи изученных морфологических форм и синтаксических конструкций английского языка.

Различные коммуникативные типы предложений: повествовательные (утвердительные, отрицательные), вопросительные (общий, специальный, альтернативный, разделительный вопросы), побудительные (в утвердительной и отрицательной форме).

Нераспространённые и распространённые простые предложения, в том числе с несколькими обстоятельствами, следующими в определённом порядке (We moved to a new house last year.).

Предложения с начальным It.

Предложения с начальным There + to be.

Предложения с глагольными конструкциями, содержащими глаголы-связки to be, to look, to seem, to feel (He looks/seems/feels happy.).

Предложения со сложным дополнением — Complex Object (I want you to help me. I saw her cross/crossing the road. I want to have my hair cut.)

Сложносочинённые предложения с сочинительными союзами and, but, or.

Сложноподчинённые предложения с союзами и союзными словами because, if, when, where, what, why, how.

Сложноподчинённые предложения с союзными словами whoever, whatever, however, whenever.

Сложноподчинённые предложения с придаточными: времени с союзом since; определительными с союзными словами who, which, that.

Условные предложения с глаголами в изъявительном наклонении: Conditional 0 (If you heat ice, it melts.), Conditional I (If the weather is fine, we'll go for a walk.); с глаголами в сослагательном наклонении: Conditional II (If I had time, I would learn German.).

Все типы вопросительных предложений (общий, специальный, альтернативный, разделительный вопросы в Present/Past/Future Simple Tense; Present/Past/Future Continuous Tense; Present/Past Perfect Tense; Present Perfect Continuous Tense).

Повествовательные, вопросительные и побудительные предложения в косвенной речи в настоящем и прошедшем времени; согласование времён в рамках сложного предложения.

Модальные глаголы в косвенной речи в настоящем и прошедшем времени.

Предложения с конструкциями as... as, not so... as; both... and..., either... or, neither... nor.

Предложения с I wish... (I wish I had a dog.).

Конструкции с глаголами на -ing: to love/hate doing smth.

Конструкции с глаголами to stop, to remember, to forget.

Конструкция It takes me... to do smth.

Конструкция used to + инфинитив глагола (He used to play football. Now he plays rugby.).

Конструкции be/get used to smth (They are used to cold weather. It took him a week to get used to the routine.); be/get used to doing smth (She is used to living in the country.).

Примерная рабочая программа

Конструкции I prefer, I'd prefer, I'd rather prefer, выражающих предпочтение, а также конструкций I'd rather, You'd better.

Глаголы (правильных и неправильных) в видовременных формах действительного залога в изъявительном наклонении (Present/Past/Future Simple Tense; Present/Past/Future Continuous Tense; Present/Past Perfect Tense; Present Perfect Continuous Tense; Future-in-the-Past Tense) и наиболее употребительных формах страдательного залога (Present/Past Simple Passive; Present Perfect Passive).

Конструкция to be going to, формы Future Simple Tense и Present Continuous Tense для выражения будущего действия.

Модальные глаголы и их эквиваленты (can/be able to, could, must/have to, may, might, should, shall, would, will, need).

Неличные формы глагола — инфинитив, герундий, причастие (Participle I и Participle II); причастия в функции определения (Participle I — a playing child, Participle II — a written text).

Определённый, неопределённый и нулевой артикли.

Имена существительные во множественном числе, образованных по правилу, и исключения.

Неисчисляемые имена существительные, имеющие форму только множественного числа.

Имена прилагательные и наречия в положительной, сравнительной и превосходной степенях, образованных по правилу, и исключения.

Слова, выражающие количество (many/much, little/a little; few/a few; a lot of).

Личные местоимения в именительном и объектном падежах; притяжательные местоимения (в том числе в абсолютной форме); возвратные, указательные, вопросительные местоимения; неопределённые местоимения и их производные; отрицательные местоимения none, no и его производные (nobody, nothing, etc.).

Количественные и порядковые числительные.

Предлоги места, времени, направления; предлоги, употребляемые в страдательном залоге.

Социокультурные знания и умения

Осуществление межличностного и межкультурного общения с использованием знаний о национально-культурных особенностях своей страны и страны/стран изучаемого языка и основ-

ных социокультурных элементов речевого поведенческого этикета в англоязычной среде в рамках тематического содержания 11 класса.

Знание и использование в устной и письменной речи наиболее употребительной тематической фоновой лексики и реалий родной страны и страны/стран изучаемого языка при изучении тем: государственное устройство, система образования, страницы истории, национальные и популярные праздники, проведение досуга, этикетные особенности общения, и т. д.

Владение основными сведениями о социокультурном портрете и культурном наследии страны/стран, говорящих на английском языке.

Понимание речевых различий в ситуациях официального и неофициального общения в рамках тематического содержания речи и использование лексико-грамматических средств с их учётом.

Развитие умения представлять родную страну/малую родину и страну/страны изучаемого языка (культурные явления и события; достопримечательности; выдающиеся люди: государственные деятели, учёные, писатели, поэты, художники, музыканты, спортсмены, актёры и т. д.).

Компенсаторные умения

Овладение компенсаторными умениями, позволяющими в случае сбоя коммуникации, а также в условиях дефицита языковых средств использовать различные приемы переработки информации: при говорении — переспрос; при говорении и письме — описание/перифраз/толкование; при чтении и аудировании — языковую и контекстуальную догадку.

Развитие умения игнорировать информацию, не являющуюся необходимой, для понимания основного содержания прочитанного/прослушанного текста или для нахождения в тексте запрашиваемой информации.

ПЛАНИРУЕМЫЕ РЕЗУЛЬТАТЫ ОСВОЕНИЯ УЧЕБНОГО ПРЕДМЕТА «АНГЛИЙСКИЙ ЯЗЫК. ВТОРОЙ ИНОСТРАННЫЙ. БАЗОВЫЙ УРОВЕНЬ»

ЛИЧНОСТНЫЕ РЕЗУЛЬТАТЫ

Личностные результаты освоения программы среднего общего образования достигаются в единстве учебной и воспитательной деятельности организации в соответствии с традиционными российскими социокультурными, историческими и духовно-нравственными ценностями, принятыми в обществе правилами и нормами поведения, и способствуют процессам самопознания, самовоспитания и саморазвития, развития внутренней позиции личности, 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.

Личностные результаты освоения обучающимися Примерной рабочей программы среднего общего образования по второму иностранному (английскому) языку должны отражать готовность и способность обучающихся руководствоваться сформированной внутренней позицией личности, системой ценностных ориентаций, позитивных внутренних убеждений, соответствующих традиционным ценностям российского общества, расширение жизненного опыта и опыта деятельности в процессе реализации основных направлений воспитательной деятельности, в том числе в части:

1. Гражданского воспитания:

сформированность гражданской позиции обучающегося как активного и ответственного члена российского общества;

осознание своих конституционных прав и обязанностей, уважение закона и правопорядка;

принятие традиционных национальных, общечеловеческих гуманистических и демократических ценностей;

готовность противостоять идеологии экстремизма, национализма, ксенофобии, дискриминации по социальным, религиозным, расовым, национальным признакам;

готовность вести совместную деятельность в интересах гражданского общества, участвовать в самоуправлении в школе и детско-юношеских организациях;

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умение взаимодействовать с социальными институтами в соответствии с их функциями и назначением;

готовность к гуманитарной и волонтерской деятельности.

2. Патриотического воспитания:

сформированность российской гражданской идентичности, патриотизма, уважения к своему народу, чувства ответственности перед Родиной, гордости за свой край, свою Родину, свой язык и культуру, прошлое и настоящее многонационального народа России;

ценностное отношение к государственным символам, историческому и природному наследию, памятникам, традициям народов России и страны/стран, говорящих на английском языке; достижениям России и страны/стран изучаемого языка в науке, искусстве, спорте, технологиях, труде;

идейная убежденность, готовность к служению и защите Отечества, ответственность за его судьбу.

3. Духовно-нравственного воспитания:

осознание духовных ценностей русского народа;

сформированность нравственного сознания, этического поведения;

способность оценивать ситуацию и принимать осознанные решения, ориентируясь на морально-нравственные нормы и ценности;

осознание личного вклада в построение устойчивого будущего;

ответственное отношение к своим родителям, созданию семьи на основе осознанного принятия ценностей семейной жизни в соответствии с традициями народов России.

4. Эстетического воспитания:

эстетическое отношение к миру, включая эстетику быта, научного и технического творчества, спорта, труда, общественных отношений;

способность воспринимать различные виды искусства, традиции и творчество своего и других народов, приобщаться к ценностям мировой культуры через источники информации на иностранном (английском) языке, ощущать эмоциональное воздействие искусства;

убежденность в значимости для личности и общества отечественного и мирового искусства, этнических культурных традиций и народного творчества;

стремление к лучшему осознанию культуры своего народа и готовность содействовать ознакомлению с ней представителей других стран;

готовность к самовыражению в разных видах искусства, стремление проявлять качества творческой личности.

5. Физического воспитания:

сформированность здорового и безопасного образа жизни, ответственного отношения к своему здоровью;

потребность в физическом совершенствовании, занятиях спортивно-оздоровительной деятельностью;

активное неприятие вредных привычек и иных форм причинения вреда физическому и психическому здоровью.

6. Трудового воспитания:

готовность к труду, осознание ценности мастерства, трудолюбие;

готовность к активной деятельности технологической и социальной направленности, способность инициировать, планировать и самостоятельно выполнять такую деятельность;

интерес к различным сферам профессиональной деятельности, умение совершать осознанный выбор будущей профессии и реализовывать собственные жизненные планы, осознание возможностей самореализации средствами второго иностранного (английского) языка;

готовность и способность к образованию и самообразованию на протяжении всей жизни, в том числе с использованием изучаемого второго иностранного (английского) языка.

7. Экологического воспитания:

сформированность экологической культуры, понимание влияния социально-экономических процессов на состояние природной и социальной среды, осознание глобального характера экологических проблем;

планирование и осуществление действий в окружающей среде на основе знания целей устойчивого развития человечества;

активное неприятие действий, приносящих вред окружающей среде; умение прогнозировать неблагоприятные экологические последствия предпринимаемых действий, предотвращать их;

расширение опыта деятельности экологической направленности.

8. Ценности научного познания:

сформированность мировоззрения, соответствующего современному уровню развития науки и общественной практики, основанного на диалоге культур, способствующего осознанию своего места в поликультурном мире;

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совершенствование языковой и читательской культуры как средства взаимодействия между людьми и познания мира;

осознание ценности научной деятельности, готовность осуществлять проектную и исследовательскую деятельность индивидуально и в группе, в том числе с использованием изучаемого английского языка.

В процессе достижения личностных результатов освоения обучающимися Примерной рабочей программы среднего общего образования по второму иностранному (английскому) языку у обучающихся совершенствуется *эмоциональный интеллект*, предполагающий сформированность:

самосознания, включающего способность понимать свое эмоциональное состояние, видеть направления развития собственной эмоциональной сферы, быть уверенным в себе;

саморегулирования, включающего самоконтроль, умение принимать ответственность за свое поведение, способность адаптироваться к эмоциональным изменениям и проявлять гибкость, быть открытым новому;

внутренней мотивации, включающей стремление к достижению цели и успеху, оптимизм, инициативность, умение действовать, исходя из своих возможностей;

эмпатии, включающей способность понимать эмоциональное состояние других, учитывать его при осуществлении коммуникации, способность к сочувствию и сопереживанию;

социальных навыков, включающих способность выстраивать отношения с другими людьми, в том числе с представителями страны/стран второго иностранного (английского) языка, заботиться, проявлять интерес и разрешать конфликты.

МЕТАПРЕДМЕТНЫЕ РЕЗУЛЬТАТЫ

Метапредметные результаты освоения Примерной рабочей программы по второму иностранному (английскому) языку для среднего общего образования должны отражать:

Овладение универсальными учебными познавательными действиями:

1) *базовые логические действия:*

самостоятельно формулировать и актуализировать проблему, рассматривать ее всесторонне;

устанавливать существенный признак или основания для сравнения, классификации и обобщения языковых единиц и языковых явлений английского языка;

Примерная рабочая программа

определять цели деятельности, задавать параметры и критерии их достижения;

выявлять закономерности в языковых явлениях английского языка;

разрабатывать план решения проблемы с учетом анализа имеющихся материальных и нематериальных ресурсов;

вносить коррективы в деятельность, оценивать соответствие результатов целям, оценивать риски последствий деятельности;

координировать и выполнять работу в условиях реального, виртуального и комбинированного взаимодействия;

развивать креативное мышление при решении жизненных проблем.

2) базовые исследовательские действия:

владеть навыками учебно-исследовательской и проектной деятельности с использованием английского языка, навыками разрешения проблем; способностью и готовностью к самостоятельному поиску методов решения практических задач, применению различных методов познания;

владеть видами деятельности по получению нового знания, его интерпретации, преобразованию и применению в различных учебных ситуациях, в том числе при создании учебных и социальных проектов;

владеть научной лингвистической терминологией и ключевыми понятиями;

ставить и формулировать собственные задачи в образовательной деятельности и жизненных ситуациях;

выявлять причинно-следственные связи и актуализировать задачу, выдвигать гипотезу ее решения, находить аргументы для доказательства своих утверждений, задавать параметры и критерии решения;

анализировать полученные в ходе решения задачи результаты, критически оценивать их достоверность, прогнозировать изменение в новых условиях;

давать оценку новым ситуациям, оценивать приобретенный опыт;

осуществлять целенаправленный поиск переноса средств и способов действия в профессиональную среду;

уметь переносить знания в познавательную и практическую области жизнедеятельности;

уметь интегрировать знания из разных предметных областей;

выдвигать новые идеи, предлагать оригинальные подходы и решения; ставить проблемы и задачи, допускающие альтернативных решений.

3) работа с информацией:

владеть навыками получения информации из источников разных типов, в том числе на иностранном (английском) языке, самостоятельно осуществлять поиск, анализ, систематизацию и интерпретацию информации различных видов и форм представления;

создавать тексты на иностранном (английском) языке в различных форматах с учетом назначения информации и целевой аудитории, выбирая оптимальную форму представления и визуализации (текст, таблица, схема, диаграмма и т. д.);

оценивать достоверность информации, ее соответствие морально-этическим нормам;

использовать средства информационных и коммуникационных технологий в решении когнитивных, коммуникативных и организационных задач с соблюдением требований эргономики, техники безопасности, гигиены, ресурсосбережения, правовых и этических норм, норм информационной безопасности;

владеть навыками распознавания и защиты информации, информационной безопасности личности.

Овладение универсальными коммуникативными действиями:

1) общение:

осуществлять коммуникации во всех сферах жизни;

распознавать невербальные средства общения, понимать значение социальных знаков, распознавать предпосылки конфликтных ситуаций и смягчать конфликты;

владеть различными способами общения и взаимодействия, в том числе на втором иностранном (английском) языке; аргументированно вести диалог и полилог, уметь смягчать конфликтные ситуации;

развернуто и логично излагать свою точку зрения с использованием адекватных языковых средств;

2) совместная деятельность:

понимать и использовать преимущества командной и индивидуальной работы;

выбирать тематику и методы совместных действий с учетом общих интересов и возможностей каждого члена коллектива;

принимать цели совместной деятельности, организовывать и координировать действия по ее достижению: составлять план

действий, распределять роли с учетом мнений участников, обсуждать результаты совместной работы;

оценивать качество своего вклада и каждого участника команды в общий результат по разработанным критериям;

предлагать новые проекты, оценивать идеи с позиции новизны, оригинальности, практической значимости.

Овладение универсальными регулятивными действиями:

1) самоорганизация:

самостоятельно осуществлять познавательную деятельность, выявлять проблемы, ставить и формулировать собственные задачи в образовательной деятельности и жизненных ситуациях;

самостоятельно составлять план решения проблемы с учетом имеющихся ресурсов, собственных возможностей и предпочтений;

давать оценку новым ситуациям;

делать осознанный выбор, аргументировать его, брать ответственность за решение;

оценивать приобретенный опыт;

способствовать формированию и проявлению широкой эрудиции в разных областях знаний, постоянно повышать свой образовательный и культурный уровень.

2) самоконтроль:

давать оценку новым ситуациям;

владеть навыками познавательной рефлексии как осознания совершаемых действий и мыслительных процессов, их результатов и оснований; использовать приемы рефлексии для оценки ситуации, выбора верного решения;

оценивать соответствие создаваемого устного/письменного текста на английском языке выполняемой коммуникативной задаче; вносить коррективы в созданный речевой продукт в случае необходимости;

уметь оценивать риски и своевременно принимать решения по их снижению;

принимать мотивы и аргументы других при анализе результатов деятельности.

3) принятие себя и других:

принимать себя, понимая свои недостатки и достоинства;

принимать мотивы и аргументы других при анализе результатов деятельности;

признавать свое право и право других на ошибки;

развивать способность понимать мир с позиции другого человека.

ПРЕДМЕТНЫЕ РЕЗУЛЬТАТЫ

Предметные результаты по учебному предмету «Английский язык. Второй иностранный язык. Базовый уровень» ориентированы на применение знаний, умений и навыков в учебных ситуациях и реальных жизненных условиях, должны отражать сформированность иноязычной коммуникативной компетенции на уровне, приближающемся к **пороговому**, в совокупности её составляющих — речевой, языковой, социокультурной, компенсаторной, метапредметной.

10 класс

1) владеть основными видами речевой деятельности:

говорение: *вести* разные виды диалога (диалог этикетного характера, диалог-побуждение к действию, диалог-расспрос, диалог-обмен мнениями; комбинированный диалог) в стандартных ситуациях неофициального и официального общения в рамках отобранного тематического содержания речи с вербальными и/или зрительными опорами с соблюдением норм речевого этикета, принятых в стране/странах изучаемого языка (до 7 реплик со стороны каждого собеседника);

создавать устные связные монологические высказывания (описание/характеристика, повествование/сообщение, рассуждение) с вербальными и/или зрительными опорами или без опор в рамках отобранного тематического содержания речи; *излагать* основное содержание прочитанного/прослушанного текста с выражением своего отношения (объем монологического высказывания — 11—12 фраз; *устно излагать* результаты выполненной проектной работы (объем — 11—12 фраз);

аудирование: *воспринимать на слух и понимать* несложные аутентичные тексты, содержащие отдельные неизученные языковые явления, с разной глубиной проникновения в содержание текста: 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 разного жанра и стиля, содержащие отдельные неизученные языковые явления, с различной глубиной проникновения в содержание текста: с пониманием основного содержания, с пониманием нужной/интересующей/запрашиваемой информации, с полным пониманием прочитанного (объем текста/текстов для чтения — 400—600 слов; *читать*

Примерная рабочая программа

про себя и *устанавливать* причинно-следственную взаимосвязь изложенных в тексте фактов и событий; *читать про себя* несплошные тексты (таблицы, диаграммы, графики и т. д.) и *понимать* представленную в них информацию;

письменная речь: *заполнять* анкеты и формуляры, сообщая о себе основные сведения, в соответствии с нормами, принятыми в стране/странах изучаемого языка; *писать* резюме (CV) с сообщением основных сведений о себе в соответствии с нормами, принятыми в стране/странах изучаемого языка; *писать* электронное сообщение личного характера, соблюдая речевой этикет, принятый в стране/странах изучаемого языка (объем сообщения — до 120 слов; *создавать* письменные высказывания с опорой на образец, план, картинку, таблицу, графики, диаграммы, прочитанный/прослушанный текст (объем высказывания — до 140; *заполнять* таблицу, кратко фиксируя содержание прочитанного/прослушанного текста или дополняя информацию в таблице; *письменно представлять* результаты выполненной проектной работы (объем — до 140 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* правило отсутствия фразового ударения на служебных словах; *выразительно читать вслух* небольшие тексты объемом до 120 слов, построенные на изученном языковом материале, с соблюдением правил чтения и соответствующей интонацией, демонстрируя понимание содержания текста;

владеть орфографическими навыками: правильно писать изученные слова;

владеть пунктуационными навыками: *использовать* запятую при перечислении, обращении и при выделении вводных слов; апостроф, точку, вопросительный и восклицательный знаки в конце предложения; не ставить точку после заголовка; пунктуационно правильно *оформлять* электронное сообщение личного характера;

3) *распознавать* в звучащем и письменном тексте 1300 лексических единиц (слов, фразовых глаголов, словосочетаний, речевых клише, средств логической связи) и правильно *употреблять* в устной и письменной речи не менее 1100 лексических единиц, обслуживающих ситуации общения в рамках тематического содержания речи, с соблюдением существующей в английском языке нормы лексической сочетаемости;

распознавать и употреблять в устной и письменной речи родственные слова, образованные с использованием аффиксации (глаголы при помощи префиксов *dis-*, *mis-*, *re-*, *over-*, *under-* и суффиксов *-ise/-ize*; имена существительные при помощи префиксов *un-*, *in-/im-* и суффиксов *-ance/-ence*, *-er/-or*, *-ing*, *-ist*, *-ity*, *-ment*, *-ness*, *-sion/-tion*, *-ship*; имена прилагательные при помощи префиксов *un-*, *in-/im-*, *inter-*, *non-*, и суффиксов *-able/-ible*, *-al*, *-ed*, *-ese*, *-ful*, *-ian/-an*, *-ing*, *-ish*, *-ive*, *-less*, *-ly*, *-ous*, *-y*; наречия при помощи префиксов *un-*, *in-/im-*, и суффикса *-ly*; числительные при помощи суффиксов *-teen*, *-ty*, *-th*); с использованием словосложения (сложные существительные путём соединения основ существительных (*football*); сложные существительные путём соединения основ существительных с предлогом (*father-in-law*); сложные прилагательные путём соединения основы прилагательного с основой причастия I (*nice-looking*)); с использованием конверсии (образование имён существительных от неопределённых форм глаголов (*to run — a run*); имён существительных от прилагательных (*rich people — the rich*); глаголов от имён существительных (*a hand — to hand*); глаголов от имён прилагательных (*cool — to cool*));

распознавать и употреблять в устной и письменной речи имена прилагательные на *-ed* и *-ing* (*excited — exciting*);

распознавать и употреблять в устной и письменной речи изученные многозначные лексические единицы, синонимы, антонимы, интернациональные слова; наиболее частотные фразовые глаголы; сокращения и аббревиатуры;

распознавать и употреблять в устной и письменной речи различные средства связи для обеспечения целостности и логичности устного/письменного высказывания;

4) *знать и понимать* особенности структуры простых и сложных предложений и различных коммуникативных типов предложений английского языка;

распознавать в звучащем и письменном тексте и *употреблять* в устной и письменной речи:

- предложения, в том числе с несколькими обстоятельствами, следующими в определённом порядке;
- предложения с начальным *It*;
- предложения с начальным *There + to be*;
- предложения с глагольными конструкциями, содержащими глаголы-связки *to be*, *to look*, *to seem*, *to feel*;
- предложения со сложным дополнением — *Complex Object*;

Примерная рабочая программа

- сложносочинённые предложения с сочинительными союзами and, but, or;
- сложноподчинённые предложения с союзами и союзными словами because, if, when, where, what, why, how;
- сложноподчинённые предложения с союзными словами whoever, whatever, however, whenever;
- сложноподчинённые предложения с придаточными: времени с союзом since; определительными с союзными словами who, which, that;
- условные предложения с глаголами в изъявительном наклонении: Conditional 0, Conditional I и с глаголами в сослагательном наклонении (Conditional II);
- все типы вопросительных предложений (общий, специальный, альтернативный, разделительный вопросы в Present/Past/Future Simple Tense; Present/Past Continuous Tense; Present/Past Perfect Tense);
- повествовательные, вопросительные и побудительные предложения в косвенной речи в настоящем и прошедшем времени; согласование времён в рамках сложного предложения;
- модальные глаголы в косвенной речи в настоящем и прошедшем времени;
- предложения с конструкциями as... as, not so... as; both... and..., either... or, neither... nor;
- предложения с I wish; Пример
- конструкции с глаголами на -ing: to love/hate doing smth;
- конструкции с глаголами to stop, to remember, to forget;
- конструкция It takes me... to do smth.;
- конструкция used to + инфинитив глагола;
- конструкции be/get used to smth; be/get used to doing smth;
- конструкции I prefer, I'd prefer, I'd rather prefer, выражающих предпочтение, а также конструкций I'd rather, You'd better;
- глаголы (правильные и неправильные) в видовременных формах действительного залога в изъявительном наклонении (Present/Past/Future Simple Tense; Present/Past Continuous Tense; Present/Past Perfect Tense; Future-in-the-Past Tense) и наиболее употребительных формах страдательного залога (Present/Past Simple Passive);
- конструкция to be going to, формы Future Simple Tense и Present Continuous Tense для выражения будущего действия;
- модальные глаголы и их эквиваленты (can/be able to, could, must/have to, may, might, should, shall, would, will, need);

- неличные формы глагола — инфинитив, герундий, причастие (Participle I и Participle II); причастия в функции определения (Participle I — a playing child, Participle II — a written text);
- определённый, неопределённый и нулевой артикли;
- имена существительные во множественном числе, образованных по правилу, и исключения;
- неисчисляемые имена существительные, имеющие форму только множественного числа;
- имена прилагательные и наречия в положительной, сравнительной и превосходной степенях, образованных по правилу, и исключения;
- слова, выражающие количество (many/much, little/a little; few/a few; a lot of);
- личные местоимения в именительном и объектном падежах; притяжательные местоимения (в том числе в абсолютной форме); возвратные, указательные, вопросительные местоимения; неопределённые местоимения и их производные; отрицательные местоимения none, no и его производные (nobody, nothing, etc.);
- количественные и порядковые числительные;
- предлоги места, времени, направления; предлоги, употребляемые в страдательном залоге;

5) владеть социокультурными знаниями и умениями:

знать/понимать речевые различия в ситуациях официального и неофициального общения в рамках тематического содержания речи и *использовать* лексико-грамматические средства с учетом этих различий; *знать/понимать и использовать* в устной и письменной речи наиболее употребительную тематическую фоновую лексику и реалии страны/стран изучаемого языка (система образования, страницы истории, основные праздники, этикетные особенности общения и т. д.); *иметь базовые знания* о социокультурном портрете и культурном наследии родной страны и страны/стран изучаемого языка; *представлять* родную страну и ее культуру на иностранном языке; *проявлять уважение* к иной культуре; *соблюдать нормы вежливости* в межкультурном общении;

6) *владеть* компенсаторными умениями, позволяющими в случае сбоя коммуникации, а также в условиях дефицита языковых средств: *использовать* различные приемы переработки информации: при говорении — переспрос; при говорении и письме — описание/перифраз/толкование; при чтении и аудировании — языковую и контекстуальную догадку;

Примерная рабочая программа

7) *владеть* метапредметными умениями, позволяющими совершенствовать учебную деятельность по овладению иностранным языком; *сравнивать, классифицировать, систематизировать и обобщать* по существенным признакам изученные языковые явления (лексические и грамматические); *использовать* иноязычные словари и справочники, в том числе информационно-справочные системы в электронной форме; *участвовать* в учебно-исследовательской, проектной деятельности предметного и межпредметного характера с использованием материалов на английском языке и применением ИКТ; *соблюдать* правила информационной безопасности в ситуациях повседневной жизни и при работе в сети Интернет.

11 класс

1) владеть основными видами речевой деятельности:

говорение: *вести* разные виды диалога (диалог этикетного характера, диалог-побуждение к действию, диалог-расспрос, диалог-обмен мнениями; комбинированный диалог); в стандартных ситуациях неофициального и официального общения в рамках отобранного тематического содержания речи с вербальными и/или зрительными опорами с соблюдением норм речевого этикета, принятых в стране/странах изучаемого языка (до 9 реплик со стороны каждого собеседника);

создавать устные связные монологические высказывания (описание/характеристика, повествование/сообщение, рассуждение) с изложением своего мнения и краткой аргументацией с вербальными и/или зрительными опорами или без опор в рамках отобранного тематического содержания речи; *излагать* основное содержание прочитанного/прослушанного текста с выражением своего отношения без вербальных опор (объем монологического высказывания — 14—15; *устно излагать* результаты выполненной проектной работы (объем — 14—15 фраз);

аудирование: *воспринимать на слух и понимать* аутентичные тексты, содержащие отдельные неизученные языковые явления, с разной глубиной проникновения в содержание текста: с пониманием основного содержания, с пониманием нужной/интересующей/запрашиваемой информации (время звучания текста/текстов для аудирования — до 2,5 минут);

смысловое чтение: *читать про себя и понимать* несложные аутентичные тексты разного вида, жанра и стиля, содержащие

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отдельные неизученные языковые явления, с различной глубиной проникновения в содержание текста: с пониманием основного содержания, с пониманием нужной/интересующей/запрашиваемой информации, с полным пониманием прочитанного (объем текста/текстов для чтения — 600—800 слов); *читать про себя* несплошные тексты (таблицы, диаграммы, графики) и понимать представленную в них информацию;

письменная речь: *заполнять* анкеты и формуляры, сообщая о себе основные сведения, в соответствии с нормами, принятыми в стране/странах изучаемого языка; *писать* резюме (CV) с сообщением основных сведений о себе в соответствии с нормами, принятыми в стране/странах изучаемого языка; *писать* электронное сообщение личного характера, соблюдая речевой этикет, принятый в стране/странах изучаемого языка (объем сообщения — до 140 слов); *создавать* письменные высказывания с опорой на образец, план, картинку, таблицу, диаграммы, прочитанный/прослушанный текст (объем высказывания — до 180 слов); *заполнять* таблицу, кратко фиксируя содержание прочитанного/прослушанного текста или дополняя информацию в таблице; *письменно представлять* результаты выполненной проектной работы (объем — до 180 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* правило отсутствия фразового ударения на служебных словах; *выразительно читать вслух* небольшие тексты объемом до 150 слов, построенные на изученном языковом материале, с соблюдением правил чтения и соответствующей интонацией, демонстрируя понимание содержания текста;

владеть орфографическими навыками: правильно писать изученные слова;

владеть пунктуационными навыками: использовать запятую при перечислении, обращении и при выделении вводных слов; апостроф, точку, вопросительный и восклицательный знаки в конце предложения; не ставить точку после заголовка; пунктуационно правильно *оформлять* электронное сообщение личного характера;

3) *распознавать* в звучащем и письменном тексте 1500 лексических единиц (слов, фразовых глаголов, словосочетаний, речевых клише, средств логической связи) и правильно *употреблять* в устной и письменной речи 1400 лексических еди-

ниц, обслуживающих ситуации общения в рамках тематического содержания речи, с соблюдением существующей в английском языке нормы лексической сочетаемости;

распознавать и употреблять в устной и письменной речи родственные слова, образованные с использованием аффиксации (глаголы при помощи префиксов dis-, mis-, re-, over-, under- и суффиксов -ise/-ize, -en; имена существительные при помощи префиксов un-, in-/im-, il-/ir- и суффиксов -ance/-ence, -er/-or, -ing, -ist, -ity, -ment, -ness, -sion/-tion, -ship; имена прилагательные при помощи префиксов un-, in-/im-, il-/ir-, inter-, non-, post-, pre- и суффиксов -able/-ible, -al, -ed, -ese, -ful, -ian/-an, -ical, -ing, -ish, -ive, -less, -ly, -ous, -y; наречия при помощи префиксов un-, in-/im-, il-/ir- и суффикса -ly; числительные при помощи суффиксов -teen, -ty, -th); с использованием словосложения (сложные существительные путём соединения основ существительных (football); сложные существительные путём соединения основы прилагательного с основой существительного (bluebell); сложные существительные путём соединения основ существительных с предлогом (father-in-law); сложные прилагательные путём соединения основы прилагательного с основой причастия I (nice-looking)); с использованием конверсии (образование имён существительных от неопределённых форм глаголов (to run — a run); имён существительных от прилагательных (rich people — the rich); глаголов от имён существительных (a hand — to hand); глаголов от имён прилагательных (cool — to cool));

распознавать и употреблять в устной и письменной речи имена прилагательные на -ed и -ing (excited — exciting);

распознавать и употреблять в устной и письменной речи изученные многозначные лексические единицы, синонимы, антонимы, интернациональные слова; наиболее частотные фразовые глаголы; сокращения и аббревиатуры;

распознавать и употреблять в устной и письменной речи различные средства связи для обеспечения целостности и логичности устного/письменного высказывания;

4) *знать и понимать* особенности структуры простых и сложных предложений и различных коммуникативных типов предложений английского языка;

распознавать в звучащем и письменном тексте и *употреблять* в устной и письменной речи:

- предложения, в том числе с несколькими обстоятельствами, следующими в определённом порядке;

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- предложения с начальным It;
- предложения с начальным There + to be;
- предложения с глагольными конструкциями, содержащими глаголы-связки to be, to look, to seem, to feel;
- предложения со сложным дополнением — Complex Object;
- сложносочинённые предложения с сочинительными союзами and, but, or;
- сложноподчинённые предложения с союзами и союзными словами because, if, when, where, what, why, how;
- сложноподчинённые предложения с союзными словами whoever, whatever, however, whenever;
- сложноподчинённые предложения с придаточными: времени с союзом since; определительными с союзными словами who, which, that;
- условные предложения с глаголами в изъявительном наклонении (Conditional 0, Conditional I) и с глаголами в сослагательном наклонении (Conditional II);
- все типы вопросительных предложений (общий, специальный, альтернативный, разделительный вопросы в Present/Past/Future Simple Tense; Present/Past Continuous Tense; Present/Past Perfect Tense; Present Perfect Continuous Tense);
- повествовательные, вопросительные и побудительные предложения в косвенной речи в настоящем и прошедшем времени; согласование времён в рамках сложного предложения;
- модальные глаголы в косвенной речи в настоящем и прошедшем времени;
- предложения с конструкциями as... as, not so... as; both... and..., either... or, neither... nor;
- предложения с I wish;
- конструкции с глаголами на -ing: to love/hate doing smth;
- конструкции с глаголами to stop, to remember, to forget;
- конструкция It takes me... to do smth.;
- конструкция used to + инфинитив глагола;
- конструкции be/get used to smth; be/get used to doing smth;
- конструкции I prefer, I'd prefer, I'd rather prefer, выражающих предпочтение, а также конструкций I'd rather, You'd better;
- подлежащее, выраженное собирательным существительным (family, police), и его согласование со сказуемым;
- глаголы (правильных и неправильных) в видовременных формах действительного залога в изъявительном наклонении (Present/Past/Future Simple Tense; Present/Past/Future

Примерная рабочая программа

- Continuous Tense; Present/Past Perfect Tense; Present Perfect Continuous Tense; Future-in-the-Past Tense) и наиболее употребительных формах страдательного залога (Present/Past Simple Passive; Present Perfect Passive);
- конструкция *to be going to*, формы Future Simple Tense и Present Continuous Tense для выражения будущего действия;
 - модальные глаголы и их эквиваленты (*can/be able to, could, must/have to, may, might, should, shall, would, will, need*);
 - неличные формы глагола — инфинитив, герундий, причастие (Participle I и Participle II); причастия в функции определения (Participle I — *a playing child*, Participle II — *a written text*);
 - определённый, неопределённый и нулевой артикли;
 - имена существительные во множественном числе, образованных по правилу, и исключения;
 - неисчисляемые имена существительные, имеющие форму только множественного числа;
 - имена прилагательные и наречия в положительной, сравнительной и превосходной степенях, образованных по правилу, и исключения;
 - слова, выражающие количество (*many/much, little/a little; few/a few; a lot of*);
 - личные местоимения в именительном и объектном падежах; притяжательные местоимения (в том числе в абсолютной форме); возвратные, указательные, вопросительные местоимения; неопределённые местоимения и их производные; отрицательные местоимения *none, no* и его производные (*nobody, nothing, etc.*);
 - количественные и порядковые числительные;
 - предлоги места, времени, направления; предлоги, употребляемые в страдательном залоге;

5) *владеть* социокультурными знаниями и умениями:

знать/понимать речевые различия в ситуациях официального и неофициального общения в рамках тематического содержания речи и *использовать* лексико-грамматические средства с учетом этих различий; *знать/понимать и использовать* в устной и письменной речи наиболее употребительную тематическую фоновую лексику и реалии страны/стран изучаемого языка (государственное устройство, система образования, страницы истории, основные праздники, этикетные особенности общения и т. д.); *иметь базовые знания* о социокультурном портрете и культурном наследии родной страны и страны/

стран изучаемого языка; представлять родную страну и ее культуру на иностранном языке; *проявлять уважение* к иной культуре; *соблюдать нормы* вежливости в межкультурном общении;

6) *владеть* компенсаторными умениями, позволяющими в случае сбоя коммуникации, а также в условиях дефицита языковых средств: *использовать* различные приемы переработки информации: при говорении — переспрос; при говорении и письме — описание/перифраз/толкование; при чтении и аудировании — языковую и контекстуальную догадку;

7) *владеть* метапредметными умениями, позволяющими совершенствовать учебную деятельность по овладению иностранным языком; *сравнивать, классифицировать, систематизировать и обобщать* по существенным признакам изученные языковые явления (лексические и грамматические); *использовать* иноязычные словари и справочники, в том числе информационно-справочные системы в электронной форме; *участвовать* в учебно-исследовательской, проектной деятельности предметного и межпредметного характера с использованием материалов на английском языке и применением ИКТ; *соблюдать* правила информационной безопасности в ситуациях повседневной жизни и при работе в сети Интернет.

**ТЕМАТИЧЕСКОЕ ПЛАНИРОВАНИЕ. АНГЛИЙСКИЙ ЯЗЫК.
ВТОРОЙ ИНОСТРАННЫЙ ЯЗЫК. БАЗОВЫЙ УРОВЕНЬ**

10 класс (70 часов = 2 часа в неделю × 35 учебных недель)

№	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	Повседневная жизнь семьи. Межличностные отношения в семье, с друзьями и знакомыми. (6 часов)	Изученные лексические единицы (слова, в том числе многозначные; словосочетания; реплики-клише; наиболее частотные фразовые глаголы; синонимы; антонимы; средства логической связи для обеспечения целостности текста; интернациональные слова; сокращения и аббревиатуры).	Диалогическая речь Составлять комбинированный диалог, включающий различные виды диалога (диалог этикетного характера, диалог-побуждение к действию, диалог-расспрос, диалог-обмен мнениями) в соответствии с поставленной коммуникативной задачей с опорой на речевые ситуации, ключевые слова и/или иллюстрации, фотогафии, таблицы, диаграммы. Выразить свое мнение/отношение к обсуждаемым вопросам.
2	Внешность и характеристика человека, литературного персонажа. (2 часа)	Образование родственных слов с использованием а) аффиксации: ▪ глаголов при помощи префиксов dis-, mis-, re-, over-, under- суффикса -ise/-ize;	Просить о чем-то и аргументировать свою просьбу. <i>Переспрашивать, просить повторить, уточняя значение непонятых слов. Сравнивать своё мнение с мнением партнера по диалогу, обнаруживая различие и сходство мнений.</i>
3	Здоровый образ жизни и забота о здоровье: режим труда и отдыха, спорт, сбалансированное питание, посещение врача. (6 часов)		

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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>
4	Школьное образование, школьная жизнь. Переписка с зарубежными сверстниками. Взаимоотношения в школе. (4 часов)	<ul style="list-style-type: none"> ▪ <i>имён существительных</i> при помощи префиксов up-, in-/im- и суффиксов -ance/-ence, -er/-or, -ing, -ist, -ity, -ment, -ness, -sion/-tion, -ship; ▪ <i>имён прилагательных</i> при помощи префиксов up-, in-/im-, inter-, non- и суффиксов -able/-ible, -al, -ed, -ese, -ly, -ful, -ian/-an, -ing, -ish, -ive, -less, -ous, -y; ▪ <i>наречий</i> при помощи префиксов up-, in-/im- и суффикса -ly; ▪ <i>числительных</i> при помощи суффиксов -teen, -ty, -th; б) словосложения: <ul style="list-style-type: none"> ▪ <i>сложных существительных</i> путём соединения основ существительных; ▪ <i>сложных существительных</i> путём соединения основы прилагательного с основой существительного; ▪ <i>сложных существительных</i> путём соединения основ 	<p><i>Поддерживать благожелательность в ходе диалога.</i></p> <p>Монологическая речь</p> <p>Высказываться о фактах, событиях, используя основные типы речи (описание/характеристика, повествование/сообщение, рассуждение), с изложением своего мнения и краткой аргументацией с опорой на ключевые слова, план, таблицы, диаграммы и/или иллюстрации, фотографии и без опоры.</p> <p>Сочетать при необходимости различные типы речи в своем высказывании.</p> <p><i>Описывать человека, литературного персонажа, объект по определённой схеме.</i></p> <p>Передавать основное содержание прочитанного/прослушанного текста с выражением своего отношения к событиям и фактам, изложенным в тексте, с опорой на план, ключевые слова и без опоры.</p> <p>Выражать и аргументировать своё отношение к прочитанному/услышанному.</p> <p>Делать сообщение на заданную тему на основе прочитанного.</p> <p>Кратко излагать результаты выполненной проектной работы.</p>
5	Современный мир профессий. Проблемы выбора профессии (возможности продолжения образования в высшей школе, в колледже, выбор рабочей специальности). Роль иностранного языка в планах на будущее. (8 часов)		
6	Молодёжь в современном обществе. Досуг молодёжи: чтение, кино, театр, музыка, музеи, Интернет, компьютерные игры. (6 часов)		

7	Покупки: одежда, обувь и продукты питания. Карманные деньги. Молодёжная мода. (4 часов)	существительных с предлогом; ▪ <i>сложных прилагательных</i> путём соединения основы прилагательного с основой причастия I; с) конверсии: ▪ <i>имён существительных</i> от неопределённых форм глаголов; ▪ <i>имён существительных</i> от имён прилагательных; ▪ <i>глаголов</i> от имён существительных; ▪ <i>глаголов</i> от имён прилагательных. Имена прилагательные на -ed и -ing. Различные коммуникативные типы предложений: повествовательные (утвердительные, отрицательные), вопросительные (общий, специальный, альтернативный, разделительный вопросы), побудительные (в утвердительной и отрицательной форме). Нераспространённые и распространённые простые предложения, в том числе с несколькими обстоятельствами, следующими в определённом порядке.	<p><i>Работать индивидуально и в группе, в частности при выполнении проектной работы.</i></p> <p>Аудирование</p> <p>Распознавать на слух и понимать связанные высказывания учителя и одноклассников, построенные на знакомом языковом материале и/или содержащие некоторые незнакомые слова.</p> <p>Использовать переспрос или просьбу для уточнения отдельных деталей.</p> <p>Вербально/невербально реагировать на услышанное. Воспринимать на слух и понимать основное содержание (тему/идею, главные события/факты) несложных аутентичных текстов, содержащих отдельные незнакомые языковые явления.</p> <p><i>Выделять главные факты, опуская второстепенные. Прогнозировать содержание текста по его началу.</i> Воспринимать на слух и понимать нужную/интересующую/запрашиваемую информацию в несложных аутентичных текстах, содержащих отдельные незнакомые языковые явления.</p> <p><i>Использовать языковую и контекстуальную догадку при восприятии на слух текстов, содержащих незнакомые языковые явления.</i></p> <p><i>Игнорировать незнакомые языковые явления, не влияющие на понимание текстов.</i></p>
8	Путешествия по России и зарубежным странам. Виды отдыха. (6 часов)		
9	Проблемы экологии. Защита окружающей среды. (7 часов)		
10	Технический прогресс: перспективы и последние. Современные средства связи. (7 часов)		
11	Родная страна и страна/страны изучаемого языка: географическое положение, столицы и крупные города, регионы; система образования, достопримечательности, культурные особенности (национальные и популярные праздники, традиции, обычаи). (8 часов)		

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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>
12	Выдающиеся люди родной страны и страны/стран изучаемого языка, их вклад в науку и мировую культуру. (6 часов)	Предложения с начальным It. Предложения с начальным There + to be. Предложения с глагольными конструкциями, содержащими глаголы-связки to be, to look, to seem, to feel. Предложения со сложным дополнением — Complex Object. Сложносочинённые предложения с сочинительными союзами and, but, or. Сложноподчинённые предложения с союзами и союзными словами because, if, when, where, what, why, how. Сложноподчинённые предложения с союзными словами whoever, whatever, however, whenever. Сложноподчинённые предложения с придаточными: времени с союзом since; определительными с союзными словами who, which, that.	Смысловое чтение Читать про себя и понимать основное содержание (тему/идею, главные события/факты) аутентичных текстов разных жанров и стилей, содержащих отдельные неизученные языковые явления. Прогнозировать содержание текста по его заголовку/началу. <i>Игнорировать незнакомые слова, несущественные для понимания основного содержания текста.</i> Читать про себя и находить нужную/интересующую/запрашиваемую информацию в аутентичных текстах разных жанров и стилей, содержащих отдельные неизученные языковые явления. <i>Оценивать найденную информацию с точки зрения её значимости для решения коммуникативной задачи.</i> Читать про себя и находить запрашиваемую информацию, представленную в несплошных текстах (таблицах, диаграммах и т. д.). <i>Работать с информацией, представленной в разных форматах (текст, рисунок, таблица, диаграмма).</i>

		<p>Условные предложения с глаголами в изъявительном наклонении (Conditional 0, Conditional I) и с глаголами в сослагательном наклонении (Conditional II).</p> <p>Все типы вопросительных предложений (общий, специальный, альтернативный, разделительный вопросы в Present/Past/Future Simple Tense; Present/Past Continuous Tense; Present/Past Perfect Tense).</p> <p>Повествовательные, вопросительные и побудительные предложения в косвенной речи в настоящем и прошедшем времени; согласование времён в рамках сложного предложения.</p> <p>Модальные глаголы в косвенной речи в настоящем и прошедшем времени.</p> <p>Предложения с конструкциями as... as, not so... as; both... and..., either... or, neither... nor.</p> <p>Предложения с I wish...</p> <p>Конструкции с глаголами на -ing: to love/hate doing smth.</p>	<p>Читать про себя и полно и точно понимать аутентичные тексты разных стилей и жанров, содержащие отдельные неизученные языковые явления.</p> <p>Осуществлять информационную переработку текста: проводить смысловую и структурный анализ отдельных частей текста, делать выборочный перевод; устанавливать причинно-следственную взаимосвязь изложенных в тексте фактов и событий.</p> <p><i>Оознавать 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> <p><i>Использовать внешние формальные элементы текста (подзаголовки, иллюстрации, сноски) для понимания основного содержания информации в тексте.</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, лингвострановедческим справочником, двуязычным и/или толковым словарем.</i></p>
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		<p>Конструкции с глаголами to stop, to remember, to forget. Конструкция It takes me... to do smth. Конструкция used to + инфинитив глагола. Конструкции be/get used to smth; be/get used to doing smth. Конструкции I prefer, I'd prefer, I'd rather prefer, выражающих предпочтение, а также конструкций I'd rather, You'd better. Глаголы (правильные и неправильные) в видовременных формах действительного залога в изъявительном наклонении (Present/Past/Future Simple Tense; Present/Past Continuous Tense; Present/Past Perfect Tense; Future-in-the-Past Tense) и наиболее употребительных формах страдательного залога (Present/Past Simple Passive);</p>	<p>Письменная речь Заполнять анкеты и формуляры, сообщая о себе основные сведения (имя, фамилия, пол, возраст, гражданство, адрес и т. д.), в соответствии с нормами, принятыми в стране/странах изучаемого языка. Составлять резюме (CV) с сообщением основных сведений о себе в соответствии с нормами, принятыми в стране/странах изучаемого языка. Писать электронное сообщение личного характера в соответствии с нормами официального общения, принятыми в стране/странах изучаемого языка. Создавать небольшое письменное высказывание (рассказ, сочинение и т. д.) с опорой на образец, план, иллюстрацию, таблицу, диаграмму и/или прочитанный/прослушанный текст. <i>Заполнять таблицу, кратко фиксируя содержание прочитанного/прослушанного текста или дополняя представленную информацию.</i> Письменно излагать результаты выполненной проектной работы, в том числе в форме презентации.</p>

	<p>Конструкция to be going to, формы Future Simple Tense и Present Continuous Tense для выражения будущего действия.</p> <p>Модальные глаголы и их эквиваленты (can/be able to, could, must/have to, may, might, should, shall, would, will, need).</p> <p>Неличные формы глагола — инфинитив, герундий, причастие (Participle I и Participle II); причастия в функции определения (Participle I — a playing child, Participle II — a written text).</p> <p>Определённый, неопределённый и нулевой артикли.</p> <p>Имена существительные во множественном числе, образованных по правилу, и исключения.</p> <p>Неисчисляемые имена существительные, имеющие форму только множественного числа.</p> <p>Имена прилагательные и наречия в положительной, сравнительной и превосходной степенях, образованных по правилу, и исключения.</p>	<p>Фонетическая сторона речи</p> <p>Различать на слух и адекватно произносить все звуки английского языка, соблюдая нормы произношения.</p> <p>Соблюдать правильное ударение в изолированном слове, фразе.</p> <p>Соблюдать правило отсутствия фразового 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>Читать вслух небольшие аутентичные тексты, построенные в основном на изученном языковом материале, с соблюдением правил чтения и соответствующей интонацией, демонстрирующей понимание текста.</p> <p>Орфография и пунктуация</p> <p>Правильно писать изученные слова.</p> <p>Выписывать из текста слова, словосочетания, предложения в соответствии с решаемой коммуникативной/учебной задачей.</p> <p>Правильно использовать знаки препинания в письменных высказываниях.</p>
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		<p>Слова, выражающие количество (many/much, little/a little; few/a few; a lot of). Личные местоимения в именительном и объектном падежах; притяжательные местоимения (в том числе в абсолютной форме); возвратные, указательные, вопросительные местоимения; неопределённые местоимения и их производные; отрицательные местоимения none, no и его производные (nobody, nothing, etc.). Количественные и порядковые числительные. Предлоги места, времени, направления; предлоги, употребляемые в страдательном залоге.</p>	<p>Пунктуационно правильно, в соответствии с нормами речевого этикета, оформлять электронное сообщение личного характера. Лексическая сторона речи Понимать и употреблять в устной и письменной речи изученные лексические единицы в соответствии с нормами лексической сочетаемости. Знать и понимать значения родственных слов, образованных с помощью основных способов словообразования (аффиксации, словосложения, конверсии). Распознавать принадлежность слова к определенной части речи. Выбирать нужное значение многозначного слова. Грамматическая сторона речи Знать и понимать особенности структуры различных коммуникативных типов предложений в английском языке. 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</p>

			<p>коммуникативной задачей (см. левую колонку таблицы).</p> <p>Социокультурные знания и умения</p> <p>Осуществлять межличностное и межкультурное общение на основе 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>Знать и использовать в устной и письменной речи наиболее употребительную тематическую фоновую лексику и реалии родной страны и англоговорящих стран.</p> <p>Владеть знаниями о социокультурном портрете и культурном наследии страны/стран, говорящих на английском языке.</p> <p>Понимать речевые различия в ситуациях официального и неофициального общения в рамках тематического содержания речи и использовать лексико-грамматические средства с их учётом.</p> <p>Представлять родную страну/малую родину и страны изучаемого языка (культурные явления и события; выдающиеся люди; достопримечательности и т. д.)</p> <p><i>Находить сходство и различия в традициях родной страны и страны/стран изучаемого языка.</i></p> <p><i>Анализировать и систематизировать получаемую социокультурную информацию.</i></p>
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11 класс (70 часов = 2 часа в неделю × 35 учебных недель)

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1	Повседневная жизнь семьи. Межличностные отношения в семье, с друзьями и знакомыми. Конфликтные ситуации, их предупреждение и разрешение. (6 часов)	Изученные лексические единицы (слова, в том числе многозначные; словосочетания; реплики-клише; наиболее частотные фразовые глаголы; синонимы; антонимы; средства логической связи для обеспечения целостности текста; интернациональные слова; сокращения и аббревиатуры). Образование родственных слов с использованием	Диалогическая речь Составлять комбинированный диалог, включающий различные виды диалога (диалог этикетного характера, диалог-побуждение к действию, диалог-расспрос, диалог-обмен мнениями), в соответствии с поставленной коммуникативной задачей с опорой на речевые ситуации, ключевые слова и/или иллюстрации, фотографии, таблицы, диаграммы или без опор. Брать/давать интервью. Выражать свое мнение/отношение к обсуждаемым вопросам. Просить о чем-то и аргументировать свою просьбу. <i>Переспрашивать, просить повторить, уточняя значение непонятых слов. Поддерживать بلاгожелательность в ходе диалога.</i>
2	Внешность и характеристика человека, литературного персонажа. (2 часа)	с использованием а) аффиксации: <i>глаголов при помощи</i> ▪ префиксов dis-, mis-, re-, over-, under- суффикса -ise/-ize, -en; ▪ <i>имён существительных при помощи префиксов un-, in-, im-, il-/ir- и суффиксов</i> -ance/-ence, -er/-or, -ing, -ist, -ity, -ment, -ness, -ship, -sion/-tion;	
3	Здоровый образ жизни и забота о здоровье: режим труда и отдыха, спорт, сбалансированное питание. (6 часов)		
4	Школьное образование, школьная жизнь. Переписка с зарубежными сверстниками. Выбор профессии.		Монологическая речь Высказываться о фактах, событиях, используя основные типы речи (описание/характеристика, повествование/сообщение, рассуждение), с изложением своего мнения и

Примерная рабочая программа

<p>Альтернативы в про- должении образования. (6 часов)</p>	<ul style="list-style-type: none"> ▪ <i>имён прилагательных</i> при помощи префиксов un-, in-/im-, il-/ir-, inter-, non-, post-, pre- и суффиксов -able/-ible, -al, -ed, -ese, -ful, -ian/-an, -ic, -ical, -ing, -ish, -ive, -less, -ly, -ous, -y; ▪ <i>наречий</i> при помощи префиксов un-, in-/im-, il-/ir- и суффикса -ly; ▪ <i>числительных</i> при помощи суффиксов -teen, -ty, -th; 	<p>краткой аргументацией с опорой на ключевые слова, план, таблицы, диаграммы и/или иллюстрации, фотографии и без опоры. Сочетать при необходимости различные типы речи в своем высказывании. <i>Описывать человека, литературного персонажа, объект по определённой схеме.</i> Передавать основное содержание прочитанного/прослушанного текста с выражением своего отношения к событиям и фактам, изложенным в тексте, без опоры на план, ключевые слова.</p>
<p>5 Место иностранного языка в повседневной жизни и профессиональной деятельности в современном мире. (4 часа)</p>	<p>б) <i>сложных существительных</i> путём соединения основ существительных;</p> <ul style="list-style-type: none"> ▪ <i>сложных существительных</i> путём соединения основы прилагательного с основой существительного; ▪ <i>сложных существительных</i> путём соединения основ существительных с предлогом; ▪ <i>сложных прилагательных</i> путём соединения основы прилагательного с основой причастия I; 	<p>Делать сообщение на заданную тему на основе прочитанного. Выражать и аргументировать своё отношение к прочитанному/услышанному. Кратко излагать результаты выполненной проектной работы. <i>Работать индивидуально и в группе, в частности при выполнении проектной работы.</i></p>
<p>6 Молодёжь в современном обществе. Участие молодежи в жизни общества. Досуг молодёжи: увлечения и интересы. (8 часов)</p>	<p>с) <i>конверсии</i>:</p> <ul style="list-style-type: none"> ▪ <i>имён существительных</i> от неопределённых форм глаголов; 	<p>Аудирование Распознавать на слух и понимать связанные высказывания учителя и одноклассников, построенные на знакомом языковом материале и/или содержащие некоторые незнакомые слова. Использовать переспрос или просьбу для уточнения отдельных деталей. Вербально/невербально реагировать на услышанное. Воспринимать на слух и</p>
<p>7 Туризм. Путешествия по России и зарубежным странам. (6 часов)</p>		
<p>8 Природа. Проблемы экологии. Защита окружающей среды. (8 часов)</p>		

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9	Технический прогресс: перспективы и последние. Современные средства информации и коммуникации (пресса, Интернет, социальные сети и т. д.). Интернет-безопасность. (8 часов)	<ul style="list-style-type: none"> ▪ <i>имён существительных</i> от имён прилагательных; ▪ <i>глаголов</i> от имён существительных; ▪ <i>глаголов</i> от имён прилагательных. Имена прилагательные на -ed и -ing.	<p>понимать основное содержание (тему/идею, главные события/факты) аутентичных текстов, содержащих отдельные неизученные языковые явления.</p> <p><i>Выделять главные факты, опуская второстепенные. Прогнозировать содержание текста по его началу.</i> Воспринимать на слух и понимать нужную/интересующую/запрашиваемую информацию в аутентичных текстах, содержащих отдельные неизученные языковые явления.</p> <p><i>Использовать языковую и контекстуальную догадку при восприятии на слух текстов, содержащих незнакомые языковые явления.</i></p> <p><i>Игнорировать незнакомые языковые явления, не влияющие на понимание текстов.</i></p> <p>Смысловое чтение</p> <p>Читать про себя и понимать основное содержание (тему/идею, главные события/факты) аутентичных текстов разных жанров и стилей, содержащих отдельные неизученные языковые явления.</p> <p>Прогнозировать содержание текста по его заголовку/началу.</p>
10	Родная страна и страна/страны изучаемого языка: столица, крупные города, регионы; система образования; достопримечательности, культурные особенности. (8 часов)	Различные коммуникативные типы предложений: повествовательные (утвердительные, отрицательные), вопросительные (общий, специальный, альтернативный, разделительный вопросы), побудительные (в утвердительной и отрицательной форме).	
11	Выдающиеся люди родной страны и страны/стран изучаемого языка, их вклад в науку и мировую культуру. (6 часов)	Нераспространённые и распространённые простые предложения, в том числе с некими обстоятельствами, следующими в определённом порядке.	<p>Предложения с начальным It. Предложения с начальным</p>

	<p>There + to be. Предложения с глагольными конструкциями, содержащими глаголы-связки to be, to look, to seem, to feel. Предложения со сложным дополнением — Complex Object. Сложносочинённые предложения с сочинительными союзами and, but, or. Сложноподчинённые предложения с союзами и союзными словами because, if, when, where, what, why, how. Сложноподчинённые предложения с союзными словами whoever, whatever, however, whenever. Сложноподчинённые предложения с придаточными: времени с союзом since; определительными с союзными словами who, which, that. Условные предложения с глаголами в изъявительном наклонении (Conditional 0, Conditional I) и с глаголами в сослагательном наклонении (Conditional II).</p>	<p>Понимать структурно-смысловые связи в тексте. Определять логическую последовательность главных событий/фактов. <i>Игнорировать незнакомые слова, несущественные для понимания основного содержания текста.</i> Читать про себя и находить нужную/интересующую/запрашиваемую информацию в аутентичных текстах разных жанров и стилей, содержащих отдельные неизученные языковые явления. <i>Оценивать найденную информацию с точки зрения её значимости для решения коммуникативной задачи.</i> Читать про себя и находить запрашиваемую информацию, представленную в несплошных текстах (таблицах, диаграммах и т. д.). <i>Работать с форматами (текст, рисунок, таблица, диаграмма).</i> Читать про себя и полно и точно понимать аутентичные тексты разных стилей и жанров, содержащие отдельные неизученные языковые явления. Осуществлять информационную переработку текста: проводить смысловую и структурный анализ отдельных частей текста, делать выборочный перевод; устанавливать причинно-следственную взаимосвязь изложенных в тексте фактов и событий.</p>
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		<p>Все типы вопросительных предложений (общий, специальный, альтернативный, разделительный вопросы в Present/Past/Future Simple Tense; Present/Past/Future Continuous Tense; Present/Past Perfect Tense; Present Perfect Continuous Tense).</p> <p>Повествовательные, вопросительные и побудительные предложения в косвенной речи в настоящем и прошедшем времени; согласование времён в рамках сложного предложения.</p> <p>Модальные глаголы в косвенной речи в настоящем и прошедшем времени.</p> <p>Предложения с конструкциями as... as, not so... as; both... and...; either... or, neither... nor.</p> <p>Предложения с I wish... Конструкции с глаголами на -ing: to love/hate doing smth.</p>	<p>Осознавать цель чтения и выбирать в соответствии с ней нужный вид чтения (с пониманием основного содержания, с выборочным пониманием содержания информации, с полным пониманием). Использовать внешние формальные элементы текста (подзаголовки, иллюстрации, сноски) для понимания основного содержания прочитанного текста, для нахождения информации в тексте.</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>Использовать сноски, лингвострановедческим справочником, двуязычном и/или толковым словарем.</p> <p>Письменная речь Заполнять анкеты и формуляры, сообщая о себе основные сведения (имя, фамилия, пол, возраст, гражданство, адрес и т. д.), в соответствии с нормами, принятыми в стране/странах изучаемого языка. Составлять резюме (CV) с сообщением основных сведений о себе в соответствии</p>

	<p>Конструкции с глаголами to stop, to remember, to forget. Конструкция It takes me... to do smth. Конструкция used to + инфинитив глагола. Конструкции be/get used to smth; be/get used to doing smth. Конструкции I prefer, I'd prefer, I'd rather preference, выражающих предпочтение, а также конструкций I'd rather, You'd better. Подлежащее, выраженное собирательным существительным (family, police), и его согласование со сказуемым. Глаголы (правильные и неправильные) в видовременных формах действительного залога в изъявительном наклонении (Present/Past/Future Simple Tense; Present/Past/Future Continuous Tense; Present Perfect Tense; Present Perfect Continuous Tense; Future-in-the-Past Tense) и наиболее употребительных формах страдательного залога (Present/Past Simple Passive; Present Perfect Passive).</p>	<p>с нормами, принятыми в стране/странах изучаемого языка. Писать электронное сообщение личного характера в соответствии с нормами неофициального общения, принятыми в стране/странах изучаемого языка. Создавать небольшое письменное высказывание (рассказ, сочинение и т. д.) с опорой на образец, план, иллюстрацию, таблицу, диаграмму и/или прочитанный/прослушанный текст. <i>Заполнять таблицу, кратко фиксируя содержание прочитанного/прослушанного текста или дополняя представленную информацию.</i> Письменно излагать результаты выполненной проектной работы, в том числе в форме презентации. Фонетическая сторона речи Различать на слух и адекватно произносить все звуки английского языка, соблюдая нормы произношения. Соблюдать правильное ударение в изолированном слове, фразе. Соблюдать правило отсутствия фразового ударения на служебных словах (артиклах, союзах, предлогах). Различать коммуникативный тип предложения по его интонации. Членить предложение на смысловые группы.</p>
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		<p>Конструкция to be going to, формы Future Simple Tense и Present Continuous Tense для выражения будущего действия.</p> <p>Модальные глаголы и их эквиваленты (can/be able to, could, must/have to, may, might, should, shall, would, will, need).</p> <p>Неличные формы глагола — инфинитив, герундий, причастие (Participle I и Participle II); причастия в функции определения (Participle I — a playing child, Participle II — a written text).</p> <p>Определённый, неопределённый и нулевой артикли.</p> <p>Имена существительные во множественном числе, образований по правилу, и исключения.</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>Читать вслух небольшие аутентичные тексты, построенные в основном на изученном языковом материале, с соблюдением правил чтения и соответствующей интонацией, демонстрирующей понимание текста.</p> <p>Орфография и пунктуация</p> <p>Правильно писать изученные слова.</p> <p>Выписывать из текста слова, словосочетания, предложения в соответствии с решаемой коммуникативной/учебной задачей.</p> <p>Правильно использовать знаки препинания в письменных высказываниях.</p> <p>Пунктуационно правильно, в соответствии с нормами речевого этикета, оформлять электронное сообщение личного характера.</p>

	<p>Неисчисляемые имена существительные, имеющие форму только множественного числа. Имена прилагательные и наречия в положительной, сравнительной и превосходной степенях, образованных по правилу, и исключения. Слова, выражающие количество (many/much, little/a little; few/a few; a lot of). Личные местоимения в именительном и объектном падежах; притяжательные местоимения (в том числе в абсолютной форме); возвратные, указательные, вопросительные местоимения; неопределённые местоимения и их производные; отрицательные местоимения none, no и его производные (nobody, nothing, etc.). Колличественные и порядковые числительные. Предлоги места, времени, направления; предлоги, употребляемые в страдательном залоге.</p>	<p>Лексическая сторона речи Понимать и употреблять в устной и письменной речи изученные лексические единицы в соответствии с нормами лексической сочетаемости. Знать и понимать значения родственных слов, образованных с помощью основных способов словообразования (аффиксации, словосложения, конверсии). Распознавать принадлежность слова к определенной части речи. Выбирать нужное значение многозначного слова.</p> <p>Грамматическая сторона речи Знать и понимать особенности структуры различных коммуникативных типов предложений в английском языке. 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>Социокультурные знания и умения Осуществлять межличностное и межкультурное общение на основе знаний о национально-культурных особенностях своей страны и страны/стран изучаемого языка и основных социокультурных элементов речевого поведенческого этикета в англо-</p>
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			<p>зычной среде в рамках тематического содержания речи.</p> <p>Знать и использовать в устной и письменной речи наиболее употребительную тематическую фоновую лексику и реалии родной страны и англоговорящих стран.</p> <p>Владеть знаниями о социокультурном портрете и культурном наследии страны/стран, говорящих на английском языке.</p> <p>Понимать речевые различия в ситуациях официального и неофициального общения в рамках тематического содержания речи и использовать лексико-грамматические средства с их учётом.</p> <p>Представлять родную страну/малую родину и страну/страны изучаемого языка.</p> <p>(культурные явления и события; выдающиеся люди; достопримечательности и т. д.)</p> <p><i>Находить сходство и различия в традициях родной страны и страны/стран изучаемого языка.</i></p> <p><i>Анализировать и систематизировать получаемую социокультурную 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.