



Proc

# Starlight

## 9

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## Teacher's Book



ПРОСВЕЩЕНИЕ  
ИЗДАТЕЛЬСТВО



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# **Звёздный** **АНГЛИЙСКИЙ** **АНГЛИЙСКИЙ ЯЗЫК**

## **9 класс**

**УГЛУБЛЁННЫЙ УРОВЕНЬ**

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к предметной линии  
«Звёздный английский»**

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# Contents

<b>Introduction to the Teacher</b> .....	p. 4
<b>Starter</b> .....	p. 8
<b>Module 1</b> .....	p. 10
<b>Module 2</b> .....	p. 28
<b>Module 3</b> .....	p. 46
<b>Module 4</b> .....	p. 64
<b>Module 5</b> .....	p. 84
<b>Module 6</b> .....	p. 104
<b>Revision Key</b> .....	p. 120
<b>Vocabulary Bank Key</b> .....	p. 123
<b>Writing Bank/RNE Listening Practice Key</b> .....	p. 129
<b>Grammar &amp; Vocabulary Key</b> .....	p. 131
<b>Key Word Transformations Key</b> .....	p. 132
<b>Student's Book Audioscripts</b> .....	p. 133
<b>Evaluations</b> .....	p. 143
<b>Workbook Key</b> .....	p. 157
<b>Workbook Audioscripts</b> .....	p. 185
<b>Примерная рабочая программа воспитания</b> .....	p. 195
<b>Рабочая программа основного общего образования</b> .....	p. 229

# Introduction to the Teacher

*Starlight 9* is a modular secondary-level course for learners studying British English at upper-intermediate towards advanced level. It allows a flexibility of approach which makes it suitable for classes of all kinds, including large or mixed ability classes. The course is based on and fulfills all the requirements of the Russian Federal State Standard of Education. The Student's Book has been approved by the Russian Academy of Science and the Russian Academy of Education.

*Starlight 9* consists of six modules. Each module consists of nine units plus Language in Use, Revision and Skills sections. The corresponding module in the Workbook provides the option of additional practice.

## COURSE COMPONENTS

### Student's Book & Workbook

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

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

### Teacher's Book and Tests

The Teacher's Book contains Teacher's Notes which provide step-by-step lesson plans and suggestions about how to present the material. This book also includes a complete Key to the exercises in the Student's Book & Workbook and the audioscripts of the listening material. The Tests, one per module, are available for teachers to use as a formal means of checking their Ss' progress. There is also a full key to the Tests, listening tasks & audioscripts.

### Class Audio CDs

The Class Audio CDs contain all the recorded material which accompanies the course. This includes the dialogues and texts in the Listening and Reading sections, as well as model dialogues, Pronunciation/Intonation section and the material for all listening tasks.

### Student's Audio CD

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

## ELEMENTS OF THE COURSEBOOK

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

*Each module contains the following sections:*

### Vocabulary

Pictures are employed to introduce Ss to the vocabulary of each module. (See *Student's Book Ex. 1a, p. 18*) Vocabulary is practiced through various types of exercises. A particular feature of the book is the teaching of collocations, which helps Ss remember vocabulary items as parts of set expressions. (See *Student's Book Ex. 3, p. 25*)

### Grammar

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

### Listening tasks and Speaking practice

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

### Pronunciation/Intonation

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

### Everyday English

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

## Study Skills

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

## Reading texts

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

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

## Writing

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

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

## Culture Corner & Curricular sections

Each module contains a Culture Corner and a Curricular section.

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

## Skills sections

These sections offer students practice on all four language skills.

## Russia

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

## Module Language Review & Revision sections

These follow every module and reinforce Ss' understanding of the topics, vocabulary, and structures that have been presented. Games enable Ss to use the new language in an enjoyable way, using the format of a team competition and promoting humanistic learning.

The material has been designed to help Ss learn new language in the context of what they have already mastered, rather than in isolation. In the Revision sections, a grading scheme allows Ss to evaluate their progress and identify their weaknesses. The objectives of the module and the Ss' achievements are clearly stated at the end of each *Revision* section.

## Grammar Reference section

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

## Vocabulary Bank

This section contains presentation and practice of vocabulary items from the relevant module as well as items related to the theme of the module.

## American English – British English Guide

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

## Writing Bank

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

## Further Practice Sections

This section offers Ss further practice on word formation, key word transformations, etc.

## Irregular Verbs

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

## Word List

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

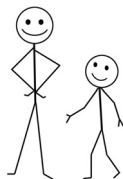
## SUGGESTED TEACHING TECHNIQUES

### A Presenting new vocabulary

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

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

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



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

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

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

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

## B Choral and individual repetition

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

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

## C Listening/Reading

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

- **Listening and reading for gist.** Ask Ss to read or listen to get the gist of the dialogue or text being dealt with. (See *Student’s Book, Module 1, p. 10, Ex. 2b*. Tell Ss that in order to complete this task successfully, they do not need to understand every single detail in the text.)
- **Reading for detail.** Ask Ss to read for specific information. (See *Student’s Book, Module 1, p. 8, Ex. 2*. Ss will have to read the text on pages 8, 9 for a second time in order to do the task. They are looking for specific details in the text and not for general information.)

## D Speaking

- Speaking activities are initially **controlled**, allowing for guided practice. (See *Student’s Book, Module 1, p. 18, Ex. 1b* where Ss use the same structures to express annoyance.)
- Ss are then led to **free** speaking activities. (See *Student’s Book, Module 2, p. 38, Ex. 3b* where Ss compare photos, provided with the necessary lexical items and structures.)

## E Writing

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

- Always read the **model text** provided and deal with the tasks that follow in detail. Ss will then have acquired the necessary language to deal with the final writing task. (See *Student’s Book, Module 1, p. 20*.)
- Make sure that Ss understand that they are writing for a **purpose**. Go through the writing task in detail so that Ss are fully aware of **why** they are writing and **who** they are writing to. (See *Student’s Book, Module 1, p. 20, Ex. 1*. Ss are asked to write a for-and-against essay.)
- Make sure Ss follow the detailed **plan** they are provided with. (See *Student’s Book, Module 1, p. 21, Ex. 8*.)
- It would be well-advised to actually complete the task orally in class before assigning it as written homework. Ss will then feel more confident with producing a complete piece of writing on their own.

## F Projects

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

## G Assigning homework

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

Commonly assigned tasks include:

**Copy** – Ss copy an assigned extract (to the teacher's discretion);

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

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

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

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

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

## H Correcting students' work

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

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

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

## I Class organisation

- **Open pairs**  
The class focuses its attention on two Ss doing the set task together. Use this technique when you want your Ss to offer an example of how a task is done. (See Ex. 5b on p. 33 of the Student's Book.)
- **Closed pairs**  
Pairs of Ss work together on a task or activity while you move around offering assistance and suggestions. Explain the task clearly before beginning closed pairwork. (See Ex. 3b on p. 18 of the Student's Book.)
- **Stages of pairwork**
  - Put Ss in pairs.
  - Explain the task and set time limit.
  - Rehearse the task in open pairs.
  - In closed pairs, get Ss to do the task.
  - Go around the class and help Ss.
  - Open pairs report back to the class.
- **Group work**  
Groups of three or more Ss work together on a task or activity. Class projects or role play are most easily done in groups. Again, give Ss a solid understanding of the task in advance.

## J Using the Student's Audio CD

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

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

## K Using L1 in class

Use L1 in moderation and only when necessary.

## ABBREVIATIONS

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

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



# Starter

## Vocabulary

### 1 **Aim** To revise vocabulary for disasters

- Explain the task and give Ss time to complete the spidergrams in their notebooks.
- Check Ss' answers on the board.

#### Answer Key

**natural disasters:** tsunami, earthquake, landslide, flood, freak storm, avalanche, volcanic eruption  
**man-made disasters:** rail accident, war, factory explosion, plane crash, road accident

### 2 **Aim** To revise vocabulary for shops

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

#### Answer Key

1 shoe shop      5 hair salon      9 baker's  
2 clothes shop      6 optician's      10 post office  
3 chemist's      7 butcher's  
4 jeweller's      8 florist's

### 3 **Aim** To revise vocabulary related to faulty products

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

#### Answer Key

1 broken      3 cracked      5 broken  
2 scratched      4 chip      6 missing

### 4 **Aim** To revise vocabulary related to shopping

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

#### Answer Key

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

### 5 **Aim** To revise vocabulary related to social issues

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

#### Answer Key

1 improve      3 Pick up      5 raised  
2 Donate      4 volunteer      6 join

### 6 **Aim** To revise vocabulary related to social/environmental issues

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

#### Answer Key

1 D      2 E      3 B      4 A      5 C      6 F  
1, 4, 6 are environmental problems

### 7 **Aim** To revise vocabulary related to literature

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

#### Answer Key

1 romance      2 fantasy      3 historical      4 classical

### 8 **Aim** To revise vocabulary related to literature

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

#### Answer Key

1 fiction      5 historical      9 set  
2 waste      6 main      10 bestseller  
3 keen      7 absorbed  
4 original      8 twist

### 9 **Aim** To revise vocabulary related to education & learning

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

#### Answer Key

1 drop out      4 did      7 recalling  
2 won      5 take      8 memorise  
3 enrolled      6 tutor

### 10 **Aim** To revise vocabulary related to appearance & body

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

#### Answer Key

1 grow      4 plucked      7 do  
2 pierced      5 shaved      8 highlighted  
3 lose      6 enhance

11 **Aim** To revise vocabulary related to schooling

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

**Answer Key**

- |             |              |             |
|-------------|--------------|-------------|
| 1 subjects  | 4 library    | 7 online    |
| 2 uniform   | 5 caring     | 8 fidgeting |
| 3 timetable | 6 classmates |             |

12 **Aim** To revise everyday English expressions

Give Ss time to choose the correct response for each question and then check Ss' answers around the class.

**Answer Key**

- |     |     |     |     |      |      |
|-----|-----|-----|-----|------|------|
| 1 a | 3 b | 5 b | 7 b | 9 a  | 11 a |
| 2 b | 4 b | 6 a | 8 a | 10 b | 12 b |

# Lifestyles

## Topic

In this module, Ss will explore the topics of ways of living, customs & traditions, cultures, alternative living, air travel and daily problems & annoyances.

## Modular page

7

**Lesson Objectives:** To give an overview of the module, to introduce key vocabulary

**Vocabulary:** Ways of living (*modern conveniences, homeless people, rummage through rubbish, consume, society, man-made cave houses, tribal group*)

## 1a People

8-9

**Lesson Objectives:** To listen and read for gist, to read for specific information, to revise present tenses, to talk about different communities, to prepare and act out an interview

**Vocabulary:** Verbs (*migrate, flee, shear, rear*); Nouns (*nomad, veil, tribe, livestock herder, drought, stilt hut, monsoon season, spear, possession, hospitality, satellite dish*); Adjectives (*first-hand, harsh, trading, idyllic*); Phrases (*take sth for granted, be struck by sth, sparsely populated*)

## 1b Culture shock

10-11

**Lesson Objectives:** To listen and read for gist, to read for specific information, to revise stative verbs, to revise past tenses, to describe an imaginary experience, to describe an imaginary visit to a place

**Vocabulary:** Nouns (*escalator, lift, revolving door, spear, the elderly*); Adjective (*Stone Age, invisible*); Phrases (*meet with terror/ suspicion, gasp of wonder*)

## 1c Culture Corner

12

**Lesson Objectives:** To read for lexicogrammatical correctness, to describe an imaginary situation, to give a presentation on immigration to your country

**Vocabulary:** Verbs (*trace, undergo, proceed, acquire*); Nouns (*immigrant, inspection, ancestor, pier, chalk, literacy test, process, exchange, family reunion, nickname*); Adjectives (*brief, obvious, mere*); Phrase (*burden to the state*)

## 1d Everyday English

13

**Lesson Objectives:** checking in for a flight, to learn the intonation of requesting & responding, to act out a dialogue

**Vocabulary:** At the airport (*conveyor belt, aisle/window seat, boarding card, passport control, check-in desk, hand luggage, departure gate, security check*)

## 1e Alternative living

14-15

**Lesson Objectives:** To read for gist, to read for cohesion and coherence, to give a report on how to reduce waste, to describe an imaginary experience

**Vocabulary:** Verbs (*scavenge, rummage, condemn*); Phrasal verbs (*rope (sb) in tuck into*); Nouns (*consumer waste, lid, devotee, landfill site, sell-by date*); Adjectives (*discarded, edible, intact, pitying, sealed, steamed, roasted*); Phrases (*urban foraging, be tempted to*)

## 1f A home from home

16-17

**Lesson Objectives:** To listen and read for gist, to read for specific information, to revise comparisons, to act out an interview, to compare your lifestyle with another's

**Vocabulary:** A home from home (*busiest airport, passengers waiting, delayed flights, departure hall, passport and ticket, leave the terminal, permanent residents, wheeling suitcases, business trip, loud announcements, bustling passengers, security staff, cold bus terminal, escape from debts, legal problems*); Verbs (*engage in, detect*); Nouns (*vending machine, jangle, migrant workers*); Adjectives (*presentable, awakened*); Adverb (*permanently*); Phrases (*give the impression, foreseeable future*)

## 1g Skills

18

**Lesson Objectives:** To talk about daily problems & annoyances, to listen for specific information

**Vocabulary:** Daily problems & annoyances (*cars parked on pavements, a dripping tap, noisy construction work, stray animals, graffiti & litter, overgrown gardens, overcrowded public transport, poor quality of life, makes your day more stressful, people unable to use pavements – dangerous, health hazard, cause flooding & damage to homes, can cause depression*)

**1h Curricular: Citizenship 19**

**Lesson Objectives:** To read for gist, to read for cohesion and coherence, to write about a community sharing scheme

**Vocabulary:** Verbs (*rule, swap*); Phrasal verb (*drop sth off*); Nouns (*consumerism, landfill, lawnmower, ladder, power drill, dust, dozens, ownership*); Adjective (*reusable*); Phrase (*community spirit*)

**1i Writing 20-21**

**Lesson Objectives:** To analyse a model essay, to learn/practise linkers, to practise topic sentences, to practise writing techniques, to write a for-and-against essay

**RNE Skills 1 22-24**

**Lesson Objectives:** To read for specific information, to listen for specific information, to write an email, to talk about renting a room, to practise word formation, to practise key word transformation, to write a for-and-against essay

**Language in Use 1 25**

**Lesson Objectives:** To practise phrasal verbs and prepositional phrases, to practise collocations, to practise word formation, to consolidate vocabulary from the module

**Russia 1 26**

**Lesson Objectives:** To listen and read for gist, to read for specific information, to write about an imaginary situation.

**Vocabulary:** Verbs (*stretch*); Nouns (*herder, ancestors, state farm, teepee, pole, boarding school, tundra, gas reserves, pipelines, income*); Phrases (*work ethic, domestic issues*)

**►► What's in this module?**

Read the title of the module *Lifestyles* and ask Ss to suggest what they think the module will be about (*the module is about ways of living and customs & traditions around the world*). Go through the objectives box to stimulate Ss' interest in the module.

**Vocabulary**

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

- Direct Ss' attention to the pictures and elicit what each shows. Ask Ss to read the sentences under each one.
- Go through the words in the list and explain/elicit the meanings of any unknown words.
- Give Ss time to complete the sentences.

**Answer Key**

- |                   |                       |                  |
|-------------------|-----------------------|------------------|
| 1 <i>tribal</i>   | 4 <i>man-made</i>     | 7 <i>rummage</i> |
| 2 <i>society</i>  | 5 <i>conveniences</i> |                  |
| 3 <i>homeless</i> | 6 <i>consume</i>      |                  |

**b) Aim To listen for conformation**

- Play the recording.
- Ss listen and check their answers.

**OVER TO YOU!**

**Aim To describe your lifestyle and express a personal opinion on the topic**

- Allow Ss some time to prepare their answers. Ss can talk about their city and house.
- Elicit answers to the questions in the rubric from various Ss around the class.

**Suggested Answer Key**

- *I live with my parents and brother in a house/flat in the city and I go to school five days a week. I have all the modern conveniences of city life such as public transport, libraries, schools, museums, hospitals, cinemas and theatres. In my free time I play basketball or go to the cinema. My house is quite comfortable with three bedrooms and a large living room. It's got a great view of the park nearby and has also got central heating.*
- *I would not like to live in a cave house because I like my life in the city. I don't think I can live under the earth./I would like to live in a cave house because I think it would be cool and quiet. It's also environmentally friendly.*

**BACKGROUND INFORMATION**

The **Fulani people** live in Africa. They are a minority in countries such as Ghana, Nigeria Mali, Cameroon, Niger, Chad, Côte d'Ivoire but in Guinea they represent 40% of the population. They are a nomadic people herding cattle, goats and sheep. **Los Angeles** is in California, USA. With a population of about 4,000,000 it is the second most populous city in America. It is a leading world centre of business, entertainment and international trade. LA is home to Hollywood. **Guadix** is located in Granada, Spain. It is a tourist centre and produces strawberries, vegetables and cereals.

- 3 C (the satellite dish attached to the outside of the tent)
- 4 B (So deep is their knowledge of the sea that they recognised the signs of the 2004 Asian tsunami)
- 5 B (settling in temporary stilt huts only during the monsoon season)
- 6 B (I felt ... sad that ...)
- 7 A (in the past ... they protected the camel trading caravans ... now they mostly work as livestock herders)
- 8 C (it's rude to pass an empty tent without going in to help yourself to refreshments)
- 9 A (many Tuareg are migrating to cities)
- 10 B (the Moken are facing problems ... reducing their population)

• Refer Ss to the **Check these words** box and explain/ elicit the meanings of the words or ask Ss to use their dictionaries and look them up.

**Suggested Answer Key**

**take sth for granted (phr):** to assume sth will always be true

**nomad (n):** a person without a permanent home who moves from place to place

**first-hand (adj):** having personal experience of sth

**be struck by sth (phr):** to be surprised, impressed by sth

**veil (n):** a thin piece of cloth worn over the face

**tribe (n):** a group of people who live together in a usu rural area and share the same language, culture and history

**harsh (adj):** severe

**trading (adj):** relating to the buying and selling of goods

**caravan (n):** a group of people and animals travelling together

**livestock herder (n):** sb who looks after herds of farm animals

**idyllic (adj):** perfect

**drought (n):** a period without any rain

**migrate (v):** to move from one place to another to live

**stilt hut (n):** a wooden dwelling built on top of tall pieces of wood, raised off the ground

**monsoon season (n):** the rainy season in hot Asian countries

**spear (n):** a weapon consisting of a length of wood with a sharp metal point at the end

**possession (n):** anything you own

**flee (v):** to run away from sth (usually danger)

**sparsely populated (phr):** not many people living there ≠ densely populated

**hospitality (n):** friendliness & generosity (of a host)

**shear (v):** to cut the hair of an animal

**rear (v):** to breed and raise an animal

**satellite dish (n):** a piece of electrical equipment that can receive special signals from a satellite (usually for TV)

3 **Aim** To consolidate new vocabulary

• Give Ss time to match the words in bold to the

**1a People**

**Vocabulary & Reading**

1 a) **Aim** To introduce the topic and key vocabulary, to predict the content of the text

- Direct Ss' attention to the pictures.
- Explain/Elicit that they show nomads. Go through the list of words and explain/ elicit any unknown words.
- Elicit Ss' guesses to the questions.

(Ss' own answers)

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

Play the recording. Ss listen and follow the texts in their books and check their guesses from Ex. 1a.

**Answer Key**

**Tuareg:** wear indigo veils, like drinking mint tea, live in tents

**Sea Gypsies:** live on hand-built wooden boats, have a deep knowledge of the sea, catch and sell fish

**Mongolian nomads:** keep farm animals, live in tents, are very hospitable

2 **Aim** To read for specific information

- Ask Ss to read the **Study Skills** box.
- Give Ss time to read the questions 1-10 and then read the text again and match the texts to the questions following the instructions in the **Study Skills** box.
- Check Ss' answers and ask them to justify them.

**Answer Key**

1 A (seemed like an idyllic way of life)

2 B (can see twice as clearly and stay underwater twice as long as normal)

definitions in the list using their dictionaries to help them if necessary.

- Check Ss' answers around the class.

#### Answer Key

**harsh** = rough

**livestock herders** = people who keep farm animals

**idyllic** = perfect

**migrating** = moving to live elsewhere

**temporary** = for a short time

**treated** = behaved towards

**fled** = left because of danger

**rear** = care for from birth

#### 4 **Aim** To consolidate new vocabulary

- Explain the task and give Ss time to complete it. Ss can use their dictionaries.
- Check Ss' answers.
- As an extension ask Ss to make sentences using the other option.

#### Answer Key

1 Help                    3 show                    5 granted  
2 treated                4 move

#### Suggested Answer Key

- 1 He **offered** me a cup of tea.
- 2 Please **behave** yourself or you'll be grounded.
- 3 **Indicate** your preference by ticking the appropriate box.
- 4 He's a very busy person, always **on the go**.
- 5 I'm not **sure**, but I think it's the correct answer.

#### 5 **Aim** To consolidate new vocabulary

- Explain the task and give Ss time to complete the phrases and write their sentences.
- Check Ss' answers by asking various Ss around the class to read out their sentences.

#### Answer Key

1 witness    3 stilt                    5 sparsely    7 dairy  
2 struck    4 monsoon    6 show

#### Suggested Answer Key

Steven Jones was able to **witness first-hand** the way of life of the Tuareg people.

He was **immediately struck** by the indigo veils they wear.

The Sea Gypsies live in **stilt huts**.

There is a lot of rain during the **monsoon season**.

Mongolia is a **sparsely populated** country. There are few people living there.

Mongolian nomads think it is important to **show hospitality** to their guests.

They rear animals for meat and **dairy products**.

### Grammar

#### 6 a) **Aim** To present/practise/revise present tenses

- Give Ss time to complete the task and then

check Ss' answers and ask various Ss to explain the use of each tense to the class.

- Refer Ss to the **Grammar Reference** section on pp. GR1-GR3 for more information.

#### Answer Key

- 1 have lived (present perfect – a situation that started in the past and continues to the present)/have been living (also possible to emphasise duration)
- 2 hunt (present simple – a habit)
- 3 catch (present simple – a habit)
- 4 is threatening (present continuous – sth happening around the time of speaking)
- 5 is getting (present continuous – a developing situation)
- 6 have already starved (present perfect – a situation that started and finished in the recent past)
- 7 has been trying (present perfect continuous – a situation that started in the past and still continues with emphasis on duration)
- 8 believes (present simple – a state not an action)

#### b) **Aim** To compare your lifestyle to another

Elicit a variety of answers from Ss around the class.

#### Suggested Answer Key

The Sami people live in northern Europe where it is cold. I also live in northeastern Europe, where it's also cold. The Sami people catch fish and hunt reindeer whereas my family and I get our food from shops. The climate change is seriously threatening the Sami people's way of life whereas our lifestyle is not threatened.

### Speaking & Writing

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

- Ss read the text again. Ask Ss to tell each other two things about each community that impressed them. Alternatively Ss write sentences.
- Ask various Ss around the class to tell the rest of the class.

#### Suggested Answer Key

The Tuareg men wear veils. The Tuareg drink tea six or seven times a day.

The Sea Gypsies live most of their lives on the sea. They can see underwater twice as clearly as normal.

The Mongolian nomads think it is rude if you do not go into an empty tent and help yourself to refreshments.

They have satellite dishes on their tents.

#### 8 **Aim** To prepare and present a radio interview

- Ss work in pairs. Give Ss time to write and answer interview questions using the information in the text. If you feel Ss need

help, elicit various questions from around the class and write them on the board. You can use the questions in the **Suggested Answer Key**.

- Ask various pairs to act out their interviews for the class.

**Suggested Answer Key**

A: *What is the name of your tribe?*  
 B: *The Tuareg.*  
 A: *Where do you live?*  
 B: *I live in the Sahara Desert.*  
 A: *Do you read books often?*  
 B: *I have a couple of books which I like. I reread them sometimes.*  
 A: *What do you think about reading? Is it important for young people?*  
 B: *I think teenagers can learn a lot from books.*  
 A: *What can they learn?*  
 B: *Books help you learn about different people and ways of life. They can also give you practical information and teach you something.*

# 1b Culture shock

## Vocabulary & Reading

- 1 **Aim** To introduce topic-related vocabulary and talk about your lifestyle

- Explain the task and ask Ss to look up the meanings of any unknown words in the rubric.
- Allow Ss some time to prepare their answers then tell their partner.

**Suggested Answer Key**

*I live in a busy town in a modern flat. I study law. I usually walk to college. I cook my own food. In my free time I surf the Net and read magazines. I also go to the gym. Sometimes I eat out with my friends.*

- 2 a) **Aim** To express an opinion on sb's lifestyle from their appearance

Direct Ss' attention to the picture and ask Ss to discuss the questions in the rubric in pairs. Ask various pairs to share their opinions with the class.

**Suggested Answer Key**

A: *I think this man probably lives in a forest. He probably lives very close to nature and has a very simple and traditional lifestyle that may include fishing, farming and making handicrafts.*  
 B: *I agree. I imagine that if he visited a big city he would be very surprised at what he saw and might not understand how people can live in such a place.*

A: *I think you're right. I suppose he would find it noisy and crowded and he would feel frustrated. I think he would be surprised seeing cars on the streets or huge buildings such as skyscrapers.*

- b) **Aim** To read for gist

Give Ss time to read the text and check their answers. Alternatively play the recording.

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

- Allow Ss some time to read statements 1-10 and underline the key words, then read the text again and mark the sentences accordingly.
- Check Ss' answers and ask them to justify them with evidence from the text.

**Answer Key**

- 1 T (*the overwhelming hospitality they had shown me*)
- 2 T (*12,000-mile-trip*)
- 3 T (*2 days' trip by boat to the nearest road*)
- 4 F (*At first, every escalator was met with terror*)
- 5 T (*I couldn't believe I was so high above the land ... what makes this turn*)
- 6 NS
- 7 T (*apartment block for the elderly ... shocked ... must care for them.*)
- 8 NS

### BACKGROUND INFORMATION

The **Insect Tribe of Papua New Guinea** (also known as the **Swagap Tribe**) lives in a village near Sepik River. They hunt in the jungle and fish in the river.

- Refer Ss to the **Check these words** box and explain/ elicit the meanings of the words or ask Ss to use their dictionaries and look them up.

**Suggested Answer Key**

**Stone Age (adj):** relating to sth very basic and simple  
**escalator (n):** a moving staircase  
**meet with terror/suspicion (phr):** to be scared of/ untrusting of sth on first seeing it  
**lift (n):** a device for carrying people/things between the floors of a building  
**revolving door (n):** a door that moves 360° so people can enter/exit a building at the same time  
**gasp of wonder (phr):** sharp intake of breath in amazement  
**invisible (adj):** unable to be seen  
**spear (n):** a weapon consisting of a length of wood with a sharp metal point at the end  
**the elderly (n):** old people

4 **Aim** To consolidate new vocabulary

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

**Answer Key**

- |             |             |             |
|-------------|-------------|-------------|
| 1 secluded  | 4 thought   | 7 treasures |
| 2 suspicion | 5 convinced |             |
| 3 revolving | 6 still     |             |

5 **Aim** To consolidate new vocabulary

- Give Ss time to match the words in the list to the words in bold in the text.
- Tell Ss they may use their dictionaries if necessary.
- Check Ss' answers.

**Answer Key**

- |                                   |                                  |
|-----------------------------------|----------------------------------|
| <i>adapting</i> = getting used to | <i>convinced</i> = sure          |
| <i>secluded</i> = isolated        | <i>look after</i> = take care of |
| <i>rare</i> = not common          | <i>emotional</i> = moving        |
| <i>suspicion</i> = distrust       | <i>treasured</i> = cherished     |

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

- Write on the board.  
*I think you are right.*  
*I'm thinking of travelling abroad this summer.*  
Elicit which verb form describes a state (I think). Explain that certain verbs which express a state don't have continuous forms. Elicit meaning of "think" in the two examples: 1 I believe; 2 I'm considering. Explain that certain stative verbs can be used in continuous tense but with a difference in meaning.
- Refer Ss to the **Grammar Reference** section for more information.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

**Answer Key**

- 1 *am thinking* (action – considering), *think* (state – believe)
- 2 *enjoy* (state – like), *am enjoying* (action – get a feeling of pleasure from)
- 3 *appears* (state – seems to be), *is appearing* (action – going to talk)
- 4 *is* (state – that's his nature), *is being* (action – is behaving)

7 **Aim** To present/practise/revise past tenses

- Explain the task and give Ss time to complete it.
- Refer Ss to the **Grammar Reference** section for more information.
- Check Ss' answers. Ss should justify their answers.

**Answer Key**

- 1 *happened* (action which happened at a specific time in the past)

*was chasing* (action in progress at a certain time in the past)

*stopped* (action which interrupted another action in progress in the past)

- 2 *were you doing* (action in progress at a certain time in the past)

*phoned* (action which interrupted another action in progress in the past)

*was watching* (action in progress at a certain time in the past)

- 3 *Did you see* (action which started and finished in the past)

*had already finished* (past action which finished before another past action)

*got* (action which happened at a certain time in the past)

8 a) **Aim** To practise past tenses and open cloze

- Explain the task and give Ss time to complete it. Ss can first complete the missing tenses then the missing words.
- Check Ss' answers.

**Answer Key**

- |                          |                       |
|--------------------------|-----------------------|
| 1 <i>had been living</i> | 6 <i>to</i>           |
| 2 <i>in</i>              | 7 <i>were walking</i> |
| 3 <i>spent</i>           | 8 <i>caught</i>       |
| 4 <i>their</i>           | 9 <i>considered</i>   |
| 5 <i>invited</i>         | 10 <i>explained</i>   |

b) **Aim** To practise reading a text aloud

- Explain the task to Ss.
- Allow Ss the time to read the text silently.
- Ask some Ss to read the text aloud to the class.
- Check Ss' pronunciation and intonation.

**Speaking & Writing**9 **Aim** To describe an imaginary experience

Explain the situation and ask various Ss around the class to describe their experience to the class.

**Suggested Answer Key**

*When I first arrived in London and saw all the huge buildings, I felt scared but also impressed. I was looking up all the time. I was also shocked at how many people there were. There were people moving around everywhere and no one stopped to say hello or talk. I found that strange. I didn't like all the cars; they were noisy and dangerous. The Underground was amazing and I really enjoyed using it. I also liked the big wheel but I was shocked when I realised people didn't respect the elderly. All in all, I didn't feel very comfortable in the city and couldn't wait to go back to my quiet and peaceful village.*



10 **Aim** To describe an imaginary experience

Ss prepare their answers. Ask various Ss around the class to describe their experience to the class.

**Suggested Answer Key**

*I was nervous about staying with the Insect Tribe because I was afraid of sleeping in the jungle. I was also worried about getting ill from the food or perhaps getting bitten by insects or spiders. However, thanks to the tribe's hospitality, help and advice, I quickly adapted to life in the village. It was nice sleeping in a wooden hut on the edge of the jungle and waking up to the sounds of the animals and the river nearby. I spent most days fishing and hunting with the men and the food was good. I thoroughly enjoyed my stay.*

## 1c Culture Corner

1 **Aim** To read for gist

- Ask Ss to look at the picture. Elicit it shows a family of four (maybe on a boat).
- Ask Ss to read the title of the text and elicit how it is related to the picture (maybe this family is emigrating to the USA).
- Read the rubric aloud and give Ss time to read the text and answer the questions.
- Check Ss' answers around the class.

**Suggested Answer Key**

*Ellis Island is an island in New York Harbour. It is called the 'Gateway to America' as it was the entrance point for many immigrants coming to the country.*

2 **Aim** To match headings to paragraphs

- Explain the task.
- Ask Ss to read the text again and choose the correct heading for each para.
- Ask Ss to compare their answers with their partner's.
- Check Ss' answers.

**Answer Key**

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

3 **Aim** To consolidate new vocabulary

- Explain the task and give Ss time to complete it using words from the **Check these words** box.
- Check Ss' answers around the class.

**Answer Key**

1 nickname                      4 ancestors  
2 chalk                            5 trace  
3 brief

- Refer Ss to the **Check these words** box and explain/ elicit the meanings of the words or ask Ss to use their dictionaries and look them up.

**Suggested Answer Key**

**immigrant (n):** a person who goes to live in a country different from the one they were born in  
**inspection (n):** the action of checking sth formally/ officially  
**trace (v):** to research and find  
**ancestor (n):** relative from the past  
**undergo (v):** to experience sth unpleasant  
**brief (adj):** short  
**financial means (phr):** a large amount of money  
**burden to the state (phr):** costing a government a lot of money  
**pier (n):** a low structure built at the edge of water, used for getting into and out of boats  
**proceed (v):** to go forward  
**obvious (adj):** very apparent  
**chalk (n):** a soft white rock, used for writing on a blackboard  
**require (v):** to need sth  
**literacy test (phr):** an exam to see if sb can read & write  
**process (n):** a series of actions to achieve a result  
**mere (adj):** no more than; only  
**exchange (n):** the action of changing one currency for another  
**acquire (v):** to get sth  
**family reunion (phr):** when family members meet up after having been apart for some time  
**nickname (n):** an informal name for sb/sth

4 **Aim** To personalise a topic

- Play the recording. Ss listen and follow the text in their books.
- Allow Ss some time to prepare their answers. Ask various Ss around the class to describe their experience to the class.
- If you want you can ask Ss to choose a piece of music to accompany the narration.

**Suggested Answer Key**

*I was very tired when the ship arrived in New York Harbour. I was really looking forward to a warm bath and a comfortable bed, but we had to pass through customs. We were taken in a smaller boat to Ellis Island where we had to wait in queues for hours before being examined by a doctor and questioned by customs officers. Finally after several hours, I was given papers and was told that I was free to go. Despite being exhausted and hungry, I was thrilled and excited to be in America. I felt like a new man full of energy and hope, ready to start my new life.*

5 **Aim** To develop research skills

- Explain the task and give Ss time to look up all

the necessary information on the Internet. Ss can work in groups. Then ask various Ss to present their information to the class.

- Alternatively, assign the task as HW and ask Ss to give their presentation in the next lesson.

(Ss' own answers)

## 1d Everyday English

- 1 a) **Aim** To present new vocabulary related to airports and flying

- Explain the task and give Ss time to match the words to form phrases.
- Play the recording. Ss listen and check. Explain the meaning of any unknown words.

**Answer Key**

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

- b) **Aim** To activate vocabulary; to describe pictures

- Direct Ss' attention to the pictures and ask them to describe them.
- Ask various Ss around the class to describe the pictures to the class.

**Suggested Answer Key**

In picture A, there is a line of **check-in desks** and people are checking in for their flights. In the foreground, one man is checking in and another man is waiting behind him in the queue. There is luggage on the floor next to him.

In picture B, I see passengers going through a **security check**. One passenger is placing some of his belongings in a basket while another is preparing to pass through the metal detector. A man is being patted down by a security officer.

- 2 **Aim** To complete the sentences

- Explain the task to Ss.
- Play the recording with pauses for Ss to listen.
- Elicit the right ending.

**Answer Key**

1 1      2 3      3 2      4 2

- 3 **Aim** To match sentences to speakers in a situational dialogue

- Explain the task and elicit which speaker might say each sentence from Ex. 2 from Ss around the class.
- Play the recording. Ss listen and follow the dialogue in their books and find out.

**Answer Key**

The dialogue takes place at a check-in desk.

- 4 **Aim** To identify synonymous phrases in a dialogue

- Read through the sentences and ask Ss to identify the ones with a similar meaning in the dialogue.
- Check Ss' answers.

**Answer Key**

Was it you who put your things in the suitcase? – Did you pack your luggage yourself?

How many suitcases are you taking with you? – How many pieces of luggage will you be checking in?

Do you want to sit down next to the window or next to the aisle? – Would you like a window or aisle seat?

- 5 a) **Aim** To present/practise intonation in requests and responses to requests

- Play the recording with pauses for Ss to listen and repeat chorally or individually.
- Pay attention to Ss' intonation and pronunciation.

- b) **Aim** To practise requesting/responding

- Explain the situation and ask Ss to work in pairs and act out exchanges using the prompts.
- Monitor the activity around the class and then ask various pairs to act out their exchanges in front of the class.

**Suggested Answer Key**

1 A: Could I check in two bags?  
B: Sure, no problem.

2 A: Would you mind telling me where the toilets are?  
B: Yes, of course. They are just over there.

3 A: Could I please have an aisle seat?  
B: Yes, of course.

4 A: Could I use my mobile phone on the plane?  
B: I'm afraid not. You have to switch it off.

### Speaking

- 6 **Aim** To role play a dialogue at a check-in desk

- Ss work in pairs and act out a dialogue using the sentences in Ex. 2 and the diagram as a guide.
- Monitor the activity around the class and then ask various pairs to act out their dialogues in front of the class.

**Suggested Answer Key**

A: Hello, can I see your passport and ticket, please?

B: Sure! Here you are.

- A: How many pieces of luggage will you be checking in?  
 B: I have two suitcases.  
 A: Could you put them on the conveyor belt, please?  
 B: Sure!  
 A: Did you pack your luggage yourself?  
 B: Yes, I did.  
 A: OK! Could you please look at the poster and tell me if you've packed any prohibited items?  
 B: All right ... let me see ... No, I haven't.  
 A: OK! Would you like a window or an aisle seat?  
 B: I'd prefer an aisle seat.  
 A: Alright. Here's your boarding pass and your passport. Please go to gate A21 at 10:30. Enjoy your flight.  
 B: Thank you!

## 1e Alternative living

### Reading & Vocabulary

- 1 a) **Aim** To introduce the topic

Go through the ideas presented with Ss. Elicit answers from Ss.

#### Suggested Answer Key

*I try not to throw away food so I do it very rarely. I think it is a shame to throw food away so I mostly buy fresh food in small quantities to cook the same day. I only throw away food if it is past its sell-by date. I throw one or two items of clothing away about every six months when something is worn out. I try not to throw electrical goods away, but when something is broken I take it to a recycling centre.*

- b) **Aim** To make suggestions

Ask Ss to discuss the question pairs and then ask some Ss to tell the class.

#### Suggested Answer Key

*I think people could reduce food waste by buying and preparing food in smaller quantities. We could reduce electronic waste by either taking the item to a recycling centre or repairing it and as for clothes we could also try to mend worn or torn pieces of clothing or use the material to make something else. Of course, there is also the option of donating old clothes to charity.*

- 2 **Aim** To read for gist

Elicit answers to the questions in the rubric and then give Ss time to read the whole text to find out.

#### Answer Key

*The text is about people who believe in reducing*

*waste and scavenge bins for food and things they can use.*

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

- Ask Ss to read the sentences 1-8 and then to read the text again. Ss decide if the statements are true, false or require information that is not stated.
- Check Ss' answers.
- Play the recording for Ss to check their answers.

#### Answer Key

1	2	3	3	5	2	7	3
2	1	4	2	6	1	8	2

- Refer Ss to the **Check these words** box and explain/elicit the meanings of the words or ask Ss to use their dictionaries and look them up.

#### Suggested Answer Key

**scavenge (v):** to look for food and other objects in people's rubbish

**discarded (adj):** thrown away

**consumer waste (n):** things we buy that we throw away

**lid (n):** a cover on container

**rummage (v):** to look for sth and move things around carelessly

**devotee (n):** sb who strongly admires sb/sth

**landfill site (phr):** a rubbish tip where a big hole is dug first and then the rubbish is dumped in it

**edible (adj):** sth that can be eaten

**rope (sb) in (phr v):** to persuade sb to do sth

**urban foraging (phr):** searching for food in the city

**tuck into (phr v):** to eat up

**sealed (adj):** closed firmly

**steamed (adj):** cooked with steam

**roasted (adj):** cooked in the oven

**condemn (v):** to declare not safe to use; to disapprove  
**be tempted to (phr):** to feel that you want to do/have sth

**intact (adj):** whole, not broken

**sell-by date (phr):** the date manufacturers recommend a product is sold by

**pitying (adj):** full of sympathy

- 4 **Aim** To consolidate new vocabulary

- Direct Ss' attention to the words in the list and explain/elicit their meanings.
- Give Ss time to use them to complete the sentences and then check Ss' answers.

#### Answer Key

1	afford to	4	pitying	7	edible
2	rummaged	5	tucking into	8	tempted to
3	discarded	6	recycle		

- 5 **Aim** To consolidate new vocabulary

- Direct Ss' attention to the words in the list and

give Ss time to use them to complete the phrases and make sentences.

- Check Ss' answers by asking various Ss to read out their sentences.

#### Answer Key

- |             |               |                |
|-------------|---------------|----------------|
| 1 poisoning | 5 waste       | 9 sealed       |
| 2 sell-by   | 6 frozen      | 10 flat-screen |
| 3 needs     | 7 closing     | 11 roasted     |
| 4 landfill  | 8 high-street | 12 steamed     |

#### Suggested Answer Key

- 1 Eating food from bins carries the risk of **food poisoning**.
- 2 A lot of food is thrown out because it is past its **sell-by date**.
- 3 If we only shop for our **everyday needs**, there would be less waste.
- 4 17 million tons of food goes to **landfill sites** in Britain every year.
- 5 Freeganism is a reaction to **consumer waste**.
- 6 **Frozen ready meals** are often thrown away by supermarkets on the day of the **sell-by date**.
- 7 Freegans rummage through supermarket bins after **closing time**.
- 8 **High-street stores** throw out a lot of goods.
- 9 They sell vegetables in **sealed bags**.
- 10 **Flat-screen TVs** don't have curved screens, which helps the image look more lifelike.
- 11 **Roasted onions** is a great vegetable side dish.
- 12 **Steamed cabbage** is easy to prepare and is rich in iron.

## Speaking & Writing

- 6 **Aim** To develop research skills

Explain the task and give Ss time to look up information on the Internet. Ss can work in pairs. Ask various Ss to report back to the class. Alternatively, assign the task as HW and ask Ss to report back in the next lesson.

#### Suggested Answer Key

*We should recycle as much as possible and we can donate things to charity, too. We can give things to friends or sell them at a flea market or at a car boot sale. We can use websites like freecycle.com to give things away. Old electrical items can go to charity to help poor families or schools in need of computers.*

- 7 **Aim** To personalise the topic

Allow Ss some time to prepare their answers. Ask various Ss around the class to describe an imaginary day as a freegan.

#### Suggested Answer Key

*At the beginning I felt uncomfortable, especially when passers-by looked at me. I was also a bit afraid of picking up some disease from the bins or getting*

*food poisoning from anything I ate, but, in the end, I actually began to think that scavenging in bins makes a lot of sense. I found lots of fresh fruit and vegetables in a bin outside a supermarket as well as some tins of ravioli, which made an excellent meal that evening. Overall, I think that my actions that day not only earned me a free meal, but also helped reduce waste.*

## 1 f A home from home

### Vocabulary & Reading

- 1 a) **Aim** To predict the content of a text from key vocabulary

- Ask Ss to read the list of words/phrases and explain/elicite the meanings of any unknown ones.
- Elicit Ss' guesses as to what the text can be about.

#### Suggested Answer Key

*I think the text is about the day-to-day events at an airport.*

- b) **Aim** To read for gist

- Play the recording.
- Ss listen and follow the text in their books and find out what it is about.

#### Suggested Answer Key

*The text is about a homeless person who lives at Heathrow Airport.*

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

- Ask Ss to read the questions 1-6 and the possible answers and then give them time to read the text again and choose the correct answers.
- Check Ss' answers around the class. Ss should justify their answers.

#### Answer Key

- |                |                |                |
|----------------|----------------|----------------|
| 1 A (l. 1)     | 3 D (l. 24-25) | 5 D (l. 32)    |
| 2 D (l. 12-14) | 4 C            | 6 D (l. 48-50) |

- Refer Ss to the **Check these words** box and explain/elicite the meanings of the words or ask Ss to use their dictionaries and look them up.

#### Suggested Answer Key

**vending machine (phr):** a machine that you put money into to get a product out of (usually food)

**permanently (adv):** forever

**give the impression (phr):** make sb think sth

**presentable (adj):** looking smart; well-dressed

**awakened (adj):** be woken up

**jangle (n):** the noise metal things make when shaken together

**engage in (phr v):** to start to do an activity

**detect (v):** to discover to track down

**turn a blind eye (phr):** to deliberately ignore sth (usu illegal)

**migrant workers (phr):** workers who move around to find work

**foreseeable future (phr):** the near future

### 3 **Aim** To distinguish between commonly confused words

- Give Ss time to complete the task using their dictionaries if necessary.
- Check Ss' answers. As an extension ask Ss to use the other option in sentences of their own.

#### Answer Key

- |              |           |             |
|--------------|-----------|-------------|
| 1 hurry      | 4 keeping | 7 temporary |
| 2 difficulty | 5 engages | 8 search    |
| 3 permanent  | 6 blind   |             |

- 1 He left in a **rush** without saying goodbye.
- 2 She had **trouble** finding somewhere to park.
- 3 She has no **steady** income.
- 4 He was **holding** the tickets and waving at us.
- 5 He decided to **join** an environmental group.
- 6 The actress was on the **cover** of Elle magazine.
- 7 If you are under 18 you can apply for a **provisional** driving license.
- 8 He travelled the world in **pursuit** of his dreams.

## Grammar

### 4 **Aim** To present/practise/revise comparisons

- Quickly revise comparative/superlative forms.
- Refer Ss to the **Grammar Reference** section on pp. GR4-GR5 for more information.
- Give Ss time to complete the task and then elicit when we use comparatives and superlatives.
- Check Ss' answers.

#### Answer Key

- |                  |                  |
|------------------|------------------|
| 1 the largest    | 4 as desperate   |
| 2 kinder         | 5 more expensive |
| 3 most difficult | 6 longer, easier |

#### Suggested Answer Key

We use the comparative to compare one person/thing with another. We use the superlative to compare one person/ thing with others in the same group.

### 5 **Aim** To practise comparatives

Explain the task and read out the example. Ss complete the task in pairs, then ask various Ss to tell the class.

#### Suggested Answer Key

*I play football better than my big brother, but he is funnier than me. He is also more intelligent than me so I have to study longer hours than him to make*

*sure that I do well at school. I am the most hard-working in my class. My mum drives more carefully than my dad. My brother is the most patient person I know.*

### 6 **Aim** To act out an interview

- Explain the task and ask Ss to work in pairs and think of questions and answers based on the information in the text for an interview with Eram.
- Ss act out their interviews in pairs.
- Monitor the activity around the class and then ask some pairs to act out their dialogue in front of the rest of the class.

#### Suggested Answer Key

A: How do you spend your days?

B: I walk around Heathrow airport. Once a week I go to London.

A: Where do you get food and money?

B: I get £60 a week from a charity. I use it to buy food, but it doesn't last long because food at the airport is expensive.

A: What do you do to keep clean and wash clothes?

B: I use the showers in the airport to wash myself and my clothes.

A: Are you afraid of getting caught by the police?

B: Yes, I try to avoid the airport security guards all day.

A: What do you hope for the future?

B: I hope to get my life back on track, but I don't expect anything will change for me really.

### 7 **Aim** To compare your lifestyle to a homeless person's

- Explain the task and give Ss three minutes to write a few sentences comparing their lifestyle to Eram's.
- Elicit a variety of answers from Ss around the class.

#### Suggested Answer Key

*I have a more comfortable life than Eram. I live in a house and I sleep in a comfortable bed, whereas Eram lives in an airport and sleeps on the floor. I have friends and family to help and support me, but Eram doesn't. She only gets help from a charity once a week.*

## 1g Skills

### 1 a) **Aim** To introduce the topic and match problems to pictures

- Play the recording with pauses for Ss to listen and repeat chorally or individually.

- Pay attention to Ss' intonation and pronunciation.
- Elicit which of the things (1-7) Ss can see in the pictures from Ss around the class.

**Answer Key**

A 1      B 7      C 4      D 3

*I can see cars parked on pavements, overcrowded public transport, stray animals and noisy construction work.*

b) **Aim** To express a personal opinion

Elicit which things Ss find the most annoying from various Ss around the class.

**Suggested Answer Key**

*I get really annoyed when I see graffiti and litter and when I see cars parked on the pavement.*

2 **Aim** To listen for specific information

- Ask Ss to read the rubrics 1-6 and then play the recording.
- Ss listen and complete the task.
- Check Ss' answers.

**Answer Key**

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

3 a) **Aim** To analyse a rubric

- Read out the **Study Skills** box and explain that this tip will help Ss to complete the speaking task in Ex. 3b successfully.
- Read the rubric aloud and elicit the key words, then elicit answers to the questions.

**Suggested Answer Key**

**Key words:** council, life in the neighbourhood, look, problems, talk, each other, decide which problem  
*There are two parts to the task. The first part involves discussing why each problem is a problem and the second part involves deciding which two the council should try to solve first.*

b) **Aim** To talk about problems and agree/disagree

- Explain the task and remind Ss to use the useful language and the key vocabulary to help them.  
 Ss work in pairs and complete the task. Ss should discuss all the problems listed in Ex. 1, then decide on the two ones. Ss should encourage their partner to actively participate in the dialogue.  
 Monitor the activity around the class and offer assistance as necessary.  
 Ask some pairs to act out their dialogue in front of the class.

**Suggested Answer Key**

A: *Firstly, I think cars parked on pavements is a problem for a community. Not only does it look bad but also it damages the pavement and makes it dangerous for pedestrians because they end up having to walk on the road.*

B: *I totally agree. A dripping tap is a problem at home that a plumber can fix. I don't think it is a serious problem. However, noisy construction work is very annoying and it makes people irritable. What do you think?*

A: *I totally agree with you. Stray animals are also a serious problem. They make a mess in the parks and the areas they live in roaming the streets in search of food. Also, they make areas unhealthy when there are a lot of stray dogs around.*

B: *Yes, I see what you mean. It's a serious problem indeed. Graffiti and litter are a problem for a community because they make places look unattractive and so no one bothers looking after them.*

A: *I totally agree with you. I think these places that are full of litter and graffiti become rundown and abandoned because no one wants to live there.*

B: *That's true. Similarly, overgrown gardens make areas look rundown too.*

A: *What about overcrowded public transport?*

B: *Well I think one of the problems with this is that it encourages pickpockets.*

A: *Yes, I see what you mean. It puts people off using public transport. Then there will be more cars on the roads which will lead to more traffic jams and air pollution.*

B: *Yes, I agree. I think that should be one of the first problems the council solves. If they put on more bus services, public transport will be less crowded.*

A: *That's a good point, but I think graffiti and litter is a bigger problem.*

B: *That's true, but it would be quicker and simpler to solve the problem of cars parking on the pavements by having traffic wardens regularly patrol the streets and give the cars parking tickets.*

A: *You're right, but cleaning up the graffiti and picking up the litter would have a bigger effect on the community. It would make the town more attractive and people would see a big difference and would start taking pride in the area where they live.*

B: *You're absolutely right. So the council should clean up the graffiti and the litter first but which other problem do you think they should try to solve as well?*

A: *The cars parked on pavements, because then it will make the streets easier to clean and make the roads safer for people.*

B: *I agree.*

c) **Aim** To compare Ss' answers to a model answer

- Play the recording. Ss listen and think about how their attempt and the recording are similar/different.
- Elicit answers from Ss around the class.

(Ss' own answers)

## 1h Curricular: Citizenship

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

- Ask Ss to read the title, the introduction and the subheadings and give their opinion on how sharing can help individuals and communities.
- Then give Ss time to read the whole text and check if their guesses were correct.

### Suggested Answer Key

*I think that sharing can save people money and bring the people in a community closer.*

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

- Ask Ss to read the text again and complete the task.
- Ss compare their answers with their partner's.

### Answer Key

- |           |            |            |
|-----------|------------|------------|
| 1 biggest | 5 used     | 8 yourself |
| 2 first   | 6 to see   | 9 are      |
| 3 are     | 7 have not | gathering  |
| 4 running | worn       |            |

- Refer Ss to the **Check these words** box and explain/elicit the meanings of the words or ask Ss to use their dictionaries and look them up.

### Suggested Answer Key

**consumerism (n):** the state of an advanced industrial society in which a lot of goods are bought and sold

**rule (v):** to regulate

**landfill (n):** a rubbish tip where a big hole is dug first and then the rubbish is dumped in it

**community spirit (phr):** helpfulness and concern people living in the same area show to each other and the area where they live

**drop sth off (phr v):** to take sth somewhere and leave it there for a purpose

**ownership (n):** the state of owning sth

**lawnmower (n):** a machine for cutting grass

**ladder (n):** a piece of equipment with two vertical bars joined to each other by a set of horizontal steps, used for climbing up and down

**power drill (n):** an electrical device for making holes

**swap (v):** to exchange one thing for another

**dust (n):** small airborne particles

**dozens (num):** lots

3 **Aim** To consolidate new vocabulary

- Explain the task. Give Ss time to complete the task.
- Check Ss' answers around the class.

### Answer Key

- |          |          |         |
|----------|----------|---------|
| 1 spirit | 4 scheme | 7 rid   |
| 2 drill  | 5 share  | 8 party |
| 3 nearby | 6 dust   |         |

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

- Play the recording. Ss listen and read the text again.
- Ss work in pairs and talk about which of these ideas they have tried/would like to try and why.
- Elicit sentences from Ss around the class using the phrases in Ex. 3.

### Suggested Answer Key

*I often give things I want to get rid of to my friends and they give me stuff too, such as books, clothes and CDs. This way we save on money and we keep landfills low. My parents share tools with their neighbours and friends who live close to us. We sometimes borrow our next-door neighbour's lawnmower and we lend him our ladder. I think carpooling is a great idea and when I have my own car I will try that.*

5 **Aim** To develop research skills; to give a presentation on a community sharing scheme

- Explain the task and ask Ss to work in pairs or small groups.
- Ask Ss to collect information from the Internet, reference books or other sources and then report back to the class.
- Alternatively, assign the task as HW and ask Ss to present their information in the next lesson.
- Explain to Ss how to make their presentations. (Collect information from various sources. Consider their validity and reliability before you select the information. Make a plan and organise the information. Support the arguments with facts, details, statistics, examples. You can use visuals if you like. At the end of the presentation invite questions. While speaking, have eye contact with the audience. Use appropriate gestures and speak clearly.)
- Write this language on the board to use while making their presentations.

## USEFUL LANGUAGE

<b>Starting:</b>	Good morning/Good afternoon etc, The topic of my presentation is .../ Today I'm going to talk about ... The purpose of this presentation is ...
<b>Main points:</b>	The main points I will be talking about are ...
<b>Introducing Points:</b>	Let's begin with ... Now, let's move on to ...
<b>Supporting Points:</b>	I would like to expand on this point. Let me illustrate this point by showing ...
<b>Summarising</b>	Let me recap, what we talked about. First, ... Then, ... Finally, ...
<b>Concluding:</b>	In conclusion .../To sum up, ...
<b>Inviting questions:</b>	Now, I would like to invite any questions you may have. I would be glad to answer your questions.

**Suggested Answer Key**

*Good afternoon, today I'm going to talk about freecycling.*

*Freecycling is a scheme that allows people to donate unwanted items for free to someone else who wants them and is able to reuse them. It not only helps people out but also cuts down on unnecessary waste. People log on to the website in their area or country and leave a message describing what they are offering and where someone can collect it from. Other people read the messages and reply when they see something they need. There are lots of things on offer from old furniture, clothes and books to computer parts and mobile phones.*

*All in all, freecycle helps reduce waste, save resources and keep landfills low.*

## 1 Writing

### 1 **Aim** To analyse a rubric

- Ask Ss to read the rubric and then give them time to answer the questions.
- Check Ss' answers.

**Answer Key**

- 1 a for-and-against essay
- 2 formal/semi-formal
- 3 180-220 words

### 2 a) **Aim** To tell the difference between pros and cons

- Ask Ss to read the rubric and then give them time to answer the questions.
- Check Ss' answers.

**Answer Key**

*Pros: cheaper than houses, often has good community spirit, often have balconies or shared roof garden*

*Cons: can be noisy, no private garden, communal bills and maintenance*

### b) **Aim** To further analyse and organise arguments

- Ask Ss to read the rubric and then give them time to answer the questions.
- Check Ss' answers.

**Answer Key**

- 1 cost: a, e
- 2 neighbours: b, c
- 3 outdoor space: e, f

### 3 **Aim** Identifying paragraphs

- Explain the task. Give Ss time to complete the task.
- Check Ss' answers around the class.

**Answer Key**

- a 2      b 5      c 4      d 1      e 3

### 4 **Aim** To practise linking words/expressions

- Go through the table with Ss.
- Explain the task and give Ss time to complete it.
- Check Ss' answers around the class.

**Suggested Answer Key**

*Firstly = First of all*

*This means = Consequently*

*Lastly = Finally*

*On the other hand = in contrast*

*To start with = To begin*

*For example = For instance*

*All in all = In conclusion*

### 5 **Aim** To identify writing techniques and write an alternative beginning/ending to an essay

- Refer Ss to the Writing Bank 1 (WB1) and revise for-and-against essays. Ss identify the techniques used in the model in Ex. 2a.
- Then give Ss time to write an alternative beginning/ending for the essay using a different technique.
- Ask various Ss around the class to read out their piece of writing.

**Suggested Answer Key**

*The author uses a famous quote to begin the essay and a rhetorical question to end it.*

**Beginning:** *Does living in a block of flats sound tempting to you? Living in a block of flats with*



other people can sometimes be difficult, but there are also advantages.

**Ending:** In conclusion, there are both advantages and disadvantages to living in a block of flats and we should all choose the living arrangements we like the best. After all, what suits one person won't necessarily suit another, will it?

6 **Aim** To identify topic/supporting sentences

- Elicit the topic sentences (sentences that introduce the main idea of a paragraph) in the model and then elicit what the supporting sentences (sentences that further explain the main idea) contain from Ss around the class.
- Ask Ss to write topic sentences of their own.
- Check Ss' answers.

**Suggested Answer Key**

First of all, how much you spend on a flat is important. (Replacement: Price is the first factor that should be considered.)

Secondly, we should consider the issue of outdoor space. (Replacement: Just because you are not in the countryside, it does not mean you have to spend all your life indoors.)

Finally, there is the question of neighbours. (Replacement: If you are living in a block of flats, you will be very close to a number of other people.)

7 a) **Aim** To organise a paragraph

- Explain the task and ask Ss to read the sentences A-E and order them correctly.
- Check Ss' answers then elicit the topic sentence.

**Answer Key**

A 2      C 1 (Topic sentence)      E 5  
B 4      D 3

b) **Aim** To write supporting sentences for a topic sentence

- Explain the task and give Ss time to complete it in closed pairs.
- Alternatively brainstorm for ideas with Ss and write them on the board, then Ss do the task.
- Elicit answers from various Ss around the class.

**Suggested Answer Key**

Racing bikes are lightweight and strong, but can cost over \$1000. In addition to the initial price, this makes them very attractive to thieves. Consequently, many people choose an old, second-hand bicycle to get around town. However, you should still budget for a lock, and other accessories like a helmet, pump and other bits and pieces.

8 **Aim** To analyse a rubric and prepare for a writing task

- Ask Ss to read the rubric and underline the key words.
- Give Ss time to answer the questions and then check Ss' answers around the class.

**Suggested Answer Key**

**Key words:** international student magazine, advantages, disadvantages of living in the city centre, essay 120-180 words

- 1 a for-and-against essay for an international student magazine
- 2 formal/semi-formal
- 3 Para 1: introduction stating the subject  
Para 2: advantages & reasons/justifications/examples  
Para 3: disadvantages & reasons/justifications/examples  
Para 4: conclusion giving my opinion
- 4 **pros:** easier to find a job in a big city, never get bored  
**cons:** often crowded, homes often small/cramped, rents can be high, crime rates often high, can be lonely, impersonal places
- 5 never get bored – close to amenities and entertainment such as shops, restaurants and theatres  
easier to find a job in a big city – many big companies have their offices in cities  
often crowded – there are often traffic jams, public transport is busy and the streets are full of people  
can be lonely, impersonal places – people in cities rush around & don't take time to get to know each other  
crime rates often high – have to be careful travelling alone at night

9 **Aim** To write a for-and-against essay

- Refer Ss to Writing Bank 1 for more information and practice.
- Give Ss time to write their essay using their answers from Ex. 7 and the plan, then check Ss' answers.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

**Suggested Answer Key**

City centres are loved by some and hated by others. What then, are the advantages and disadvantages to living in the city centre?

There are a number of advantages to living in the city centre. Firstly, it is easier to find a job as many big companies have their offices in cities. Secondly, you will never get bored. This is because you are close to amenities and entertainment. For example, shops, restaurants and theatres.

On the other hand, there are obvious disadvantages to living in the city centre. To start with, it can often be very crowded. There are often traffic jams, public transport is busy and the streets are full of people. Also, the crime rates are often high. Therefore, you have to be careful travelling alone at night. All in all, there are definite pros and cons to living in the city centre and it isn't for everyone. I believe choosing where to live depends on everyone's individual needs, don't you?

## RNE Skills 1

### Reading

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

- Explain the task.
- Elicit answers from Ss.

2 **Aim** To read for specific information

- Explain the task.
- Allow Ss some time to do the task.
- Check Ss' answers around the class.

#### Suggested Answer Key

##### Key words:

- 1 William Wilberforce, campaign, end slavery, lasted, long time
  - 2 victims, never paid
  - 3 Forced labour, common form, modern-day slavery
  - 4 At first, Given Kachepa didn't want, join, Grimes' choir
  - 5 Grimes' daughter, tried, choir, sent back
  - 6 Not many, victims, escape
  - 7 Traffickers, harm, victims' families
  - 8 no way, tell if, someone, victim
- 1 NS (The text does not say when Wilberforce's campaign started or ended.)
  - 2 F (The text says that some victims work for 'little or no pay' – so some victims are paid)
  - 3 T (The text says that forced labour is, 'one of the most widespread forms.')
  - 4 F (The text says that, 'When Grimes offered Given a place in the choir, he eagerly accepted.')
  - 5 T (The text says that, 'Grimes' daughter called the US immigration office to deport them.')
  - 6 T (The text says that Given's happy ending, 'is one of only a few lucky ones.')
  - 7 T (The text says that traffickers threaten to hurt victim's families.)
  - 8 F (The text says that are clues and tell-tale signs.)

## BACKGROUND INFORMATION

Zambia (the Republic of Zambia) is a country in Southern Africa. Its capital city is Lusaka. It neighbours the Democratic Republic of the Congo, Tanzania, Malawi, Mozambique, Zimbabwe, Botswana, Namibia and Angola. Its official language is English. The Zambezi River flows through the country.

### Grammar & Vocabulary

3 a) **Aim** Preparing for the task

- Explain the task.
- Allow Ss some time to do the task.
- Check Ss' answers around the class.

#### Answer Key

- 1 Past simple
- 2 object pronoun
- 3 comparative form

b) **Aim** Preparing for the task

- Explain the task.
- Allow Ss some time to do the task.
- Check Ss' answers around the class.

#### Answer Key

- 1 expected (b)
- 2 me (a)
- 3 cleaner (a)

4 **Aim** To practice word formation

- Explain the task.
- Allow Ss some time to do the task.
- Check Ss' answers around the class.

#### Answer Key

- 1 was leaving/ had left
- 2 was wearing
- 3 to do
- 4 little
- 5 to hit
- 6 fell
- 7 him
- 8 will buy
- 9 posted

### Writing

5 **Aim** To prepare for the writing task

- Explain the task.
- Elicit answers to the questions.

#### Answer Key

- 1 Tracey, my English pen-friend
- 2 What my home is like, if I like my neighbourhood and why, and if I would rather live in a small village or big city
- 3 100-120 words

#### Suggested Answer Key

**Key words:** an email from your English-speaking pen friend, Tracey, moved, new flat, city centre, your home, your neighbourhood, why, big city,

# Module 1

small village, write, email, answer 3 questions, 100-120 words, remember rules

I will write in informal style because it is an email to a friend.

I must include answers to the three questions.

## 6 **Aim** To write an email

- Ss do the task in class.
- Alternatively assign it as HW.
- Ask Ss to proofread their partner's email.

### Suggested Answer Key

Dear Tracey,

Thanks for your email. I'm really pleased to hear that you like your new flat.

My home is in the suburbs. It's not big, but we do have a garden where our dog can run around. I'm lucky because I have my own bedroom and I don't have to share with my sister who can be really noisy. I really like my neighbourhood. It's fairly quiet, but it's got lots of parks and a fantastic sports centre so there's always lots to do. I enjoy living in the big city because of all the amenities. If I lived in a small village, I think I'd get bored.

That's all for now. Write back soon.

Love,

Amy

## Speaking

### 7 **Aim** To prepare for reading aloud

- Play the recording so that Ss can listen to the speaker.
- Play the recording a second time so that they can practise while reading along.
- Check Ss' answers.

### 8 **Aim** To read a text aloud

- Allow Ss some time to read the text silently.
- Ask some Ss to read the text aloud to the class.

## Language in Use 1

### 1 **Aim** To practise phrasal verbs

- Direct Ss' attention to the diagram and give them time to complete the task.
- Check Ss' answers.

#### Answer Key

- |           |             |             |
|-----------|-------------|-------------|
| 1 hold on | 3 catch on  | 5 passed on |
| 2 got on  | 4 looked on | 6 carry on  |

### 2 **Aim** To practise prepositional phrases

- Give Ss time to do the task.
- Check Ss' answers.

#### Answer Key

- |      |      |        |
|------|------|--------|
| 1 on | 3 by | 5 with |
| 2 by | 4 to | 6 on   |

### 3 **Aim** To practise collocations

- Give Ss time to do the task.
- Check Ss' answers.

#### Answer Key

- |           |             |            |
|-----------|-------------|------------|
| 1 machine | 5 literacy  | 9 gate     |
| 2 dish    | 6 buildings | 10 closing |
| 3 crime   | 7 family    |            |
| 4 charity | 8 gather    |            |

### 4 **Aim** To practise word formation

- Give Ss time to do the task.
- Check Ss' answers on the board.

#### Answer Key

- |                  |              |               |
|------------------|--------------|---------------|
| 1 possessions    | 4 emotional  | 7 hospitality |
| 2 immigration    | 5 vandalism  |               |
| 3 responsibility | 6 inspection |               |

### 5 **Aim** To practise words often confused

- Give Ss time to do the task.
- Check Ss' answers. As an extension ask Ss to make sentences using the other option.

#### Answer Key

- |           |        |         |        |
|-----------|--------|---------|--------|
| 1 treated | 2 help | 3 adapt | 4 lend |
|-----------|--------|---------|--------|

#### Suggested Answer Key

- 1 "Behave yourself or you can't go out," Jane's mother told her.
- 2 The water served dessert after the meal.
- 3 He decided to adopt an animal and help it survive.
- 4 I borrowed £10 from John as I had left my wallet at home.

## Creative Thinking

### **Aim** To practice filling in a form and to talk on its basis

- Give Ss time to fill in the form and prepare their speech,
- Listen to Ss and elicit corrections if needed.

## Russia 1

### Reading & Listening

#### 1 **Aim** To predict content

- Elicit answers from Ss.
- Play the recording and allow Ss to check their answers.

**Suggested Answer Key**

They probably live in a cold environment because of the reindeer they herd. They won't have ordinary jobs in factories or offices; they'll be outside looking after the reindeer all day. They could live in tents that can be moved to follow the reindeer. Their clothes are probably made out of reindeer skin or materials they make by hand. A tribe like this always has a rich culture that has not been influenced by television and Hollywood films. They must have plenty of problems, however; winter especially must be very difficult.

2 a) **Aim** To match paragraphs to headings

- Allow Ss some time to do the task.
- Check Ss' answers.

**Answer Key**

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

b) **Aim** To suggest headings

- Ss prepare their answers in closed pairs.
- Elicit answers from various Ss.

**Suggested Answer Key**

- 1 A hard way to live
- 2 Living off the reindeer
- 3 Home-made home
- 4 Labour and language
- 5 The land under threat
- 6 Less cold, more trouble
- 7 More popular with the people

- Refer Ss to the **Check these words** box and explain/elicit the meanings of the words or ask Ss to use their dictionaries and look them up.

**Suggested Answer Key**

**herder (n):** sb who cares for and raises a group of animals (cattle, sheep, etc)

**ancestors (pl n):** relatives from the past

**state farm (n):** government-owned land for raising animals and/or crops.

**teepee (n):** a type of tent made from animal skins

**stretch (v):** to extend over an area

**pole (n):** a long piece of wood (used to hold sth up)

**work ethic (phr):** the ideas or beliefs sb has about work

**domestic issues (phr):** having to do with the running of the household

**boarding school (n):** a school that provides the students with food and accommodation

**tundra (n):** a treeless area in the Arctic where the earth below the surface is always frozen

**gas reserves (pl n):** a supply of fuel (found underground)

**pipelines (pl n):** a system of pipes through which gas or liquid can flow

**income (n):** amount of money received for work done

3 **Aim** To expand vocabulary

- Allow Ss some time to do the task.
- Check Ss' answers around the class.

**Suggested Answer Key**

1 idyllic      3 biting      5 split  
2 shrinking      4 endure      6 supplement

**Speaking & Writing**4 **Aim** To personalise the topic

- Explain the task.
- Allow Ss some time to complete the task.
- Ask various Ss to read their paragraphs to the class.

**Suggested Answer Key**

*My people have lived off the reindeer for generations. We live far from the villages and towns and, in my opinion, we live a better life. We don't have the stress that people in the big cities have. We have a simple diet and make most of what we need. That's not to say that it's an easier life. Times are hard and the pastures are getting smaller and smaller and hunting gets more and more difficult with each passing year.*

## Extreme facts

### Topic

In this module, Ss will explore the topics of extreme places & activities and extraordinary lifestyles.

### Modular page

27

**Lesson Objectives:** To give an overview of the module, to introduce key vocabulary

**Vocabulary:** Extreme places & activities (*life threatening, recorded, grow new teeth, weigh, face death, earned the nickname*)

### 2a Would you dare?

28-29

**Lesson Objectives:** To read for gist, to read for specific information, to revise future tenses, to talk about attitudes towards eating insects

**Vocabulary:** Insects/Bugs (*scorpion, fly, dragonfly, ant, maggot, grasshopper, cricket, bee, wasp, beetle, earthworm, butterfly, moth, house spider, tarantula, cockroach, flea, centipede/ millipede, slug, snail, ladybird*); Ways of cooking (*roasted, deep-fried, chocolate-covered, raw, baked, stir-fried, boiled, mashed, barbecued, marinated, grilled, microwaved, steamed, toasted, scrambled spiced*); Verb (*pop*); Nouns (*aroma, platter, pest, contamination, witchetty grub, dough, cholesterol*); Adjectives (*deep-fried, marinated, roasted, unavoidable, edible, abundant*); Phrases (*common sight, nutty taste, fraction of resources*)

### 2b Science fiction to fact

30-31

**Lesson Objectives:** To listen and read for gist, to read for specific information, to learn the future perfect, the future continuous and the future perfect continuous, to talk about inventions, to talk about fictional inventions

**Vocabulary:** Verbs (*colonise, levitate, control, flick, bend, fool, replicate, swirl, stir, emerge*); Phrasal verb (*hack into*); Nouns (*galaxy, swamp, limbs, invisibility cloak, prototype, mirage, illusion, nanotube, strand, thread, nanotechnology, saliva, beam*); Adjectives (*disabled, paralysed, mind-boggling, mouth-watering, far-fetched, circulating, sceptical*); Adverb (*wirelessly*); Phrase (*crack the secret*)

### 2c Culture Corner

32

**Lesson Objectives:** To read for lexico-grammatical correctness, to compare your lifestyle to the swamp people, to give a presentation on an unusual community

**Vocabulary:** Verbs (*stretch, sweat, spin, upset, tag, restrict*); Nouns (*moisture, refugee, stilt house, marsh, okra, hunting season, waterway, rotten meat, balance, eco-system, shrimp*); Adjectives (*muddy, wild, laid-back, hooked*)

### 2d Everyday English

33

**Lesson Objectives:** Inviting a friend to an event, to learn the intonation of showing hesitation, to act out a dialogue

### 2e Extreme conditions

34-35

**Lesson Objectives:** To read for gist, to read for cohesion and coherence, to write a description of a place using the imagination, to give a report on an amazing cave

**Vocabulary:** Verbs (*glitter, drain, operate*); Phrasal verb (*steam up*); Nouns (*respirator, humidity, breeze, gypsum crystals, blade, decay, fate, funding*); Phrases (*sweat pours, challenging shoot, World Heritage Site*)

### 2f Extraordinary lifestyle

36-37

**Lesson Objectives:** To listen and read for gist, to read for specific information, to revise -ing/(to)-infinitive forms. To act out an interview, to express an opinion

**Vocabulary:** Verbs (*kneel, capture, manipulate, strap*); Phrasal verbs (*drift away, step in, spit out, tear off*); Nouns (*crate, spear, sequel, menace, bait*); Phrases (*be out of your mind, to one's relief, fussy eater*)

### 2g Skills

38

**Lesson Objectives:** To talk about extreme sports, to compare ideas, speculate and give reasons, to listen for specific information

**Vocabulary:** Extreme sports (*base jumping, rollerblading, kite surfing, white-water rafting, canoeing, cliff diving, archery, free running (parkour), snooker, ice climbing, jet-skiing, mountain biking, paragliding, weightlifting, skateboarding, sandboarding, ice hockey, windsurfing, snowboarding, sailing, bungee jumping, scuba diving, ski jumping, ice skating, motocross, indoor climbing, storm chasing*)

**2h Curricular: History****39**

**Lesson Objectives:** To read for gist, to read for cohesion and coherence, to write about a dangerous sport from the past

**Vocabulary:** Phrasal verb (*knock off*); Nouns (*medieval knight, lance, spear, opponent, shield, tournament, chain mail, slit, helmet, royalty, nobility, commoner, battlefield*); Phrases (*on horseback, at high speed*)

**2i Writing****40-41**

**Lesson Objectives:** To analyse a model essay, to learn/practise linkers, to practise beginnings/endings, to write an opinion essay

**RNE Skills 2****42-44**

**Lesson Objectives:** To read for specific information, to give a talk, to write a letter to a friend, to listen for gist to practise word formation, to practise key word transformations, to write an opinion essay

**Language in Use 2****45**

**Lesson Objectives:** To practise phrasal verbs and prepositional phrases, to practise collocations, to practise word formation, to consolidate vocabulary from the module, to do a quiz, to write a quiz

**Russia 2****46**

**Lesson Objectives:** To listen and read for gist, to read for specific information, to write about a place of natural beauty in Russia

**Vocabulary:** Verbs (*shoot, bubble, leap, launch*); Nouns (*wilderness, funnel, air bubbles, mudslide, boiling point, acid lake, virtual tour*); Adjectives (*fragile, delicate, precious, remote, steaming, collapsed*)

**►► What's in this module?**

Read the title of the module *Extreme facts* and ask Ss to look at the pictures to suggest what they think the module will be about (*the module is about extreme places & activities, dangerous animals and extraordinary lifestyles*). Go through the objectives box to stimulate Ss' interest in the module.

**Vocabulary**

- 1 a) **Aim** To introduce new vocabulary/topic
- Direct Ss' attention to the pictures and ask them to read the texts under each one.
  - Go through the words in the list and explain/ elicit the meanings of any unknown words.
  - Give Ss time to complete the texts.

**Answer Key**

1 *life-threatening*    3 *grow*    5 *face*  
2 *recorded*    4 *weigh*    6 *earned*

- b) **Aim** To listen for conformation

- Play the recording.
- Ss listen and check their answers.

- 2 **Aim** To analyse new information; to personalise the topic

Elicit which of the facts Ss knew/didn't know.

**Suggested Answer Key**

*I already knew that great white sharks are responsible for attacks on humans. I also knew that cliff diving is a very dangerous sport. However, I didn't know about the bark scorpion being life-threatening, or that alligators grow new teeth to replace worn ones. I had never heard about the Giant Crystal Cave in Mexico before.*

**OVER TO YOU!**

- Aim** To personalise the topic

- Allow Ss some time to prepare their answers.
- Elicit sentences from various Ss around the class.

**Suggested Answer Key**

*I wouldn't risk swimming in areas where great white sharks have been seen.  
Bark scorpions make me feel terrified.  
I dread meeting with an alligator in the wild.  
I wouldn't dare go cliff diving; it is too dangerous.*

**BACKGROUND INFORMATION**

Arizona is a state in the southwest USA. It is also called the Grand Canyon State. Its capital city is Phoenix. Arizona is best known for its desert landscape. It has mild winters and very hot summers. The Grand Canyon is in northern Arizona.

**2a Would you dare?**

**Vocabulary**

- 1 a) **Aim** To introduce key vocabulary and the topic
- Play the recording. Ss listen and repeat chorally and/or individually. Explain the meaning of any unknown words.
  - Direct Ss' attention to the pictures and elicit which of the items in the list they can see and which are common in their country.

**Answer Key**

- 1 crickets            3 ants                5 scorpion  
2 tarantula        4 grasshoppers

**Suggested Answer Key**

In my country flies, ants, grasshoppers, crickets, bees, wasps, butterflies, cockroaches, caterpillars and fleas are common.

- b) **Aim** To personalise the topic

- Ss talk in pairs about how the pictures make them feel and whether they would try them or not.
- Ask various Ss to tell the class.

**Suggested Answer Key**

They make me feel disgusted. I would never try eating such dishes. I couldn't eat insects.

**Reading**

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

- Ask Ss to read the title and the first and last sentences in each paragraph in the text.
- Elicit answers to the questions in the rubric, then give Ss time to read the whole text to find out if they were correct.

**Suggested Answer Key**

Many people around the world eat insects. People in Ghana, China, Thailand and South America eat insects; soon they will also appear on Western menus. Their benefits are that insects are high in protein and low in fat.

**BACKGROUND INFORMATION**

Ghana is a country in West Africa. It is located on the Gulf of Guinea. Its capital city is Accra. The official language is English. It's got a warm climate. China or the People's Republic of China is in Asia. It is the most populous country in the world. Its capital city is Beijing. Other major cities are Shanghai, Tianjin, Hong Kong, etc. Thailand or the Kingdom of Thailand is a country in Southeast Asia. Its capital city is Bangkok and its official language is Thai.

- 3 **Aim** To match headings to paragraphs

- Give Ss time to read the headings 1-8 and then read the text again and match the headings to paragraphs.
- Check Ss' answers.

**Answer Key**

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

Refer Ss to the **Check these words** box and explain/elicit the meanings of the words or ask Ss to use their dictionaries and look them up.

**Suggested Answer Key**

- aroma (n):** smell
- platter (n):** a large plate
- common sight (phr):** sth seen often
- deep-fried (adj):** cooked in lots of hot oil
- marinated (adj):** soaked in a sauce before being cooked
- pop (v):** to move sth quickly from one place to another
- roasted (adj):** cooked in the oven
- pest (n):** an unwanted animal that causes damage
- contamination (n):** when one thing spoils another by coming into contact with it
- unavoidable (adj):** impossible to avoid; inevitable
- witchetty grub (n):** an insect from Australia known for its high protein content
- dough (n):** a soft mixture of flour, water yeast and fat and/or sugar ready for baking
- nutty taste (phr):** having the flavour of nuts
- edible (adj):** safe to eat; not poisonous
- abundant (adj):** plentiful; widely available
- fraction of resources (phr):** a much smaller amount of resources (e.g. water, electricity, etc)
- cholesterol (n):** a dangerous fat that can block arteries and cause heart attacks

4 **Aim** To consolidate new vocabulary

- Give Ss time to match the words in bold to the definitions in the list using their dictionaries to help them if necessary.
- Check Ss' answers around the class.

**Answer Key**

**makes your stomach churn** = disgusts you

**delicacy** = rare/expensive food

**pop** = put quickly

**contamination** = harmful dirt

**tucking into** = eating with enjoyment

**agreeable** = good

**edible** = safe to eat

**abundant** = widely available

**get over** = overcome

**knights in shining armour** = rescuers

5 **Aim** To present new vocabulary for ways of cooking

Explain/Elicit the meaning of the words in the list. Then elicit answers to the questions in the rubric from various Ss around the class.

(Ss' own answers)

**Suggested Answer Key**

*I like **deep-fried chicken**. I like **roasted potatoes**. I eat **carrots raw**. I love eating **steamed rice**. I often eat **toasted bread**. One of my favourite foods is **chocolate covered bananas**. I like **steak marinated and grilled**. I enjoy eating **scrambled eggs**. I really like snacking on **roasted peanuts**. I love **grilled fish and barbecued shrimp**.*

**Grammar**6 **Aim** To present/practise/revise future tenses

- Explain the task and give Ss time to choose the correct verb tenses.
- Check Ss' answers and elicit the reasons for their choices.
- Refer Ss to the **Grammar Reference** section for more information.

**Answer Key**

1 'm going to visit (future plan /intention)

2 'm making (fixed future arrangement)

3 'll do (promise)

4 'll eat (on-the-spot decision)

5 're staying (fixed future arrangement)

6 'll go (on-the-spot decision)

7 'll have (on-the-spot decision)

8 is opening (fixed future arrangement)

9 's going to (prediction based on what we see)

10 'm going to (fixed future arrangement)

7 **Aim** To practise future tenses using personal examples

Elicit a variety of answers to the questions in the rubric from Ss around the class.

**Suggested Answer Key**

*If I save some money, I'll buy myself new clothes.*

*Next summer, if I earn some money, I will save it all.*

*I'll buy a new phone, if I manage to save up enough.*

**Speaking & Writing**8 **Aim** To consolidate information in the text

- Play the recording.
- Ss listen and follow the text in their books.
- Give Ss time to write four sentences about what they have learnt from the text and then ask various Ss around the class to read out their sentences.

**Suggested Answer Key**

*I learnt that four-fifths of countries in the world already eat insects. I also learnt that each year, we eat a half a kilo of insects through food contamination. Another interesting thing I learnt is that insects are high in protein and low in fat. Finally, I learnt that eating insects would help solve the problem of feeding the world's growing population in an environmentally friendly way.*

9 **Aim** To develop critical thinking skills

- Ask Ss to read the rubric and then spend a few minutes writing sentences in answer to the questions.
- Ss tell their partners. Ask various Ss around the class to tell the class.

**Suggested Answer Key**

*Attitudes towards eating insects are definitely changing. In the western world people are realising that insect farming is environmentally friendly and a possible solution to feeding the growing world population. In addition, insects taste good and are prepared in delicious ways, resulting in more people liking them and wanting to eat them. They are also a healthy food which is high in protein and low in fat. After reading the article, I would be interested in trying some dishes to see if they really taste good.*



# 2b Science fiction to fact

## Reading

1 **Aim** To introduce the topic; to predict content

- Ask Ss to read the introduction and the subheadings in the text.
- Then elicit the answers to the questions.
- Play the recording. Ss listen and follow the text in their books to find out if their answers were correct.

**Answer Key**

The time machine can help you travel through time.  
 The invisibility cloak can make you disappear.  
 The mind control device enables you to control electrical items with your brain.  
 The three-course meal flavoured chewing gum replicates different foods.

2 **Aim** To read for specific information

- Ask Ss to read the questions 1-10 and then read the text again and match them accordingly.
- Check Ss' answers. Ask Ss to justify their answers.

**Answer Key**

1 A      3 C      5 B      7 B      9 A  
 2 B      4 D      6 A      8 D      10 A

- Refer Ss to the **Check these words** box and explain/elicite the meanings of the words or ask Ss to use their dictionaries and look them up.

**Suggested Answer Key**

**colonise (v):** to send people to live in and govern another country  
**galaxy (n):** a collection of stars  
**control (v):** to have the power to make sb/sth do what you want  
**levitate (v):** to rise and float in the air without physical support  
**swamp (n):** wet marshy ground  
**wirelessly (adv):** without wires  
**disabled (adj):** lacking a physical ability  
**paralysed (adj):** unable to move  
**limbs (n):** arms and legs  
**hack into (phr v):** to gain unauthorised access to sth computerised  
**mind-boggling (adj):** astonishing  
**invisibility cloak (n):** a covering that can make sb unable to be seen by others  
**prototype (n):** the first ever working example of sth  
**flick (v):** to move sth with a short sudden movement  
**mirage (n):** optical illusion  
**bend (v):** to cause sth to curve  
**illusion (n):** sth that is not really what it seems  
**fool (v):** to trick sb into believing sth untrue

**nanotube (n):** a very small tube  
**strand (n):** a thin thread of sth  
**thread (n):** a fibre  
**mouth-watering (adj):** looking so delicious you want to eat it  
**crack the secret (phr):** find out the hidden reason for sth  
**nanotechnology (n):** the science of creating microscopic tools and machines from single atoms and molecules  
**replicate (v):** to reproduce sth exactly  
**saliva (n):** the fluid in the mouth that helps dissolve food  
**far-fetched (adj):** difficult to believe and unlikely to be true  
**circulating (adj):** going round and round  
**swirl (v):** to move sth round and round  
**stir (v):** to mix sth with a spoon  
**beam (n):** a column of light  
**emerge (v):** to come out of sth  
**sceptical (adj):** doubtful

## Vocabulary

3 **Aim** To consolidate new vocabulary

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

**Answer Key**

1 brain      3 gaming      5 mind      7 main  
 2 facial      4 severely      6 pay      8 beam

4 **Aim** To consolidate new vocabulary

- Explain the task and go through the list of words in the rubric. Give Ss time to match them to the words in bold in the sentences.
- Tell Ss they may use their dictionaries if necessary.
- Check Ss' answers.

**Answer Key**

1 levitated      4 cracked      7 swirled  
 2 inserted      5 replicated      8 emerged from  
 3 demonstrated      6 stimulate

## Grammar

5 a) **Aim** To present/practise/revise the future perfect/the future continuous and the future perfect continuous

- Write these sentences on the board.
  - 1 This time next week I'll **be flying** to Qatar (future continuous)
  - 2 By the end of next month I **will have finished** the project. (future perfect)
  - 3 By the end of next week I **will have been working** on this project for two months. (future perfect continuous)
 Elicit the tenses in each and how each tense is formed, then elicit their use.

- Refer Ss to the **Grammar Reference** section for more information.
- Explain the task and give Ss time to complete it.
- Check Ss' answers and elicit reasons.

**Answer Key**

- 1 *will have been working (to emphasise the duration of an action up to a certain time in the future)*
- 2 *Will you be seeing (for an action which will be in progress at a stated time in the future), will have already left (for an action which will have finished before a stated time in the future)*
- 3 *will have built (for an action which will have finished before a stated time in the future), will still be working (for an action which will be in progress at a stated time in the future)*

b) **Aim** To practise the future perfect/the future continuous and the future perfect continuous using personal examples

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

**Suggested Answer Key**

*This time next Sunday, I will be studying for my History test.*

*By the age of 25, I will have graduated from university.*

**Speaking & Writing**

6 **Aim** To develop critical thinking skills

Give Ss time to write a few sentences on the topic and then ask various Ss around the class to read them out to the class.

**Suggested Answer Key**

*I would most like to try out the mind control device the most because I think it would be cool to move things just by thinking about it.*

*I would most like to try out the invisibility cloak and find out what it is like to be invisible for a while.*

*I would most like to try out the three-course meal flavoured chewing gum, because I'm curious about what it tastes like.*

*I would most like to try out the time machine, so I could travel to another era and see how people lived.*

7 **Aim** To expand the topic with an example from personal experience

Explain the situation and ask various Ss around the class to write about an invention they know of from science fiction and then describe it to the class.

**Suggested Answer Key**

*I would like to see the food replicator from the TV*

*and film series Star Trek become a reality. The replicator can instantly create any object in the world in particular food and drinks. This would be incredibly useful in our everyday lives as we wouldn't need to go to the shops to buy anything! In addition, it would save people time and money.*

**BACKGROUND INFORMATION**

**Yoda** is a character in the films *Star Wars* by George Lucas. He is one of the most powerful Jedi Masters. He is very wise.



**Harry Potter** is a character by J.K.Rowling. He is an orphan who discovers he is a wizard. His story is developed in seven books.



**Charlie & the Chocolate Factory** is a novel by Roald Dahl. A group of children (including Charlie Bucket and Violet Beauregarde) are shown around an amazing sweet factory by the crazy inventor, Willy Wonka.



**Doctor Who** is a science-fiction TV series about a time-traveller. He uses a time machine called the TARDIS (Time And Relative Dimension In Space) which has the appearance of a blue telephone booth.



**2c Culture Corner**

1 **Aim** To read for gist

Elicit answers from Ss. Ss read the text in their books and find out the answer to the question.

**Suggested Answer Key**

*The Swamp People of Louisiana are unique because they live in the muddy Atchafalaya Swamp and hunt alligators.*

2 **Aim** To read for specific information

- Ask Ss to read the text again and decide if statements 1-8 are true, false, or if the necessary information is not stated.
- Ask Ss to compare their answers with their partners. Check Ss' answers.

**Answer Key**

1	2	3	1	5	1	7	1
2	3	4	3	6	2	8	2

- Refer Ss to the **Check these words** box and explain/ elicit the meanings of the words or ask Ss to use their dictionaries and look them up.

### Suggested Answer Key

**stretch (v):** to extend over a certain area

**muddy (adj):** having a lot of mud (soft dark earth)

**moisture (n):** water in very small drops, either in the air, in a substance, or on a surface

**sweat (v):** to perspire

**wild (adj):** not tame

**laid-back (adj):** very relaxed

**exile (n):** sb forced to leave their own country for political, religious or economic reasons

**stilt house (n):** a house built on tall pieces of wood, lifted above the ground/water

**marsh (n):** wet, waterlogged land

**okra (n):** a green vegetable

**hunting season (n):** a time of year when hunting animals is permitted

**waterway (n):** a route through water

**rotten meat (n):** meat that is decomposing

**hooked (adj):** caught on a hook

**spin (v):** to turn around 360° (very quickly)

**upset (v):** to disturb sth

**balance (n):** the state in which all the parts of sth are equal in strength

**eco-system (n):** all the living things in an area and the way they affect each other and the environment

**tag (n):** a label

**restrict (v):** to control an activity

**shrimp (n):** a type of crustacean

### 3 **Aim** To consolidate new vocabulary

- Give Ss time to match the words in bold with the words given using their dictionaries to help them if necessary.
- Check Ss' answers.

#### Answer Key

**laid-back** = relaxed

**rotten** = bad/decayed

**hooked** = fastened

**spin** = turn fast

**respect** = admiration

**restricting** = limiting

### 4 **Aim** To make notes from a text and compare your lifestyle to that of the people in the text

- Play the recording.
- Give Ss time to make notes under the headings provided and then give Ss some time to compare their lifestyle to the Swamp People's lifestyle.
- Ask various Ss around the class to share their answers with the class.

### Suggested Answer Key

**who they are:** They are Cajuns, descendants of French exiles who were sent there from Canada in the 18th century.

**what they eat:** They eat okra, black-eyed peas, alligators, frogs and turtles.

**alligator hunting season:** The hunting season takes place in September and lasts for 30 days.

**hunting methods:** Hunters use boats, and try to spot alligators under the water. They throw out lines with rotten meat to attract the animals. While spotting the alligators under the water, hunters have to be careful to predict the alligator's movements, as they can easily do a death roll and spin wildly.

### Suggested Answer Key

The Swamp People live in the muddy Atchafalaya Swamp, in the USA, whereas I live in Volgograd, Russia. The Swamp People grow their own vegetables, but I buy vegetables in a supermarket.

The Swamp People eat alligators, frogs and turtles, whereas I eat beef and chicken.

The Swamp People hunt alligators, but I never go hunting.

### 5 **Aim** To develop research skills; to give a presentation on an unusual community

- Explain the task and give Ss time to look up all the necessary information on the Internet. Then ask various Ss to present their information to the class.
- Alternatively, assign the task as HW and ask Ss to give their presentation in the next lesson.

### Suggested Answer Key

The Kombaii are a tribe that live in tree houses in Papua New Guinea. Some of the houses are as high as 40 metres above the ground. These dwellings offer an escape from the heat and insects in the jungle below and protect the tribe against flooding during heavy rains. The Kombaii are a distinct ethnic group and have their own language and customs. They decorate their bodies with bones and many of them have got thorns through their noses. The men are hunters and have excellent hunting and fishing skills. They hunt wild boar and marsupials in the forest using their bows and arrows.

## 2d Everyday English

### 1 **Aim** To introduce the topic

Direct Ss' attention to the adverts and elicit answers to the questions in the rubric from Ss around the class.

**Suggested Answer Key**

Advert A is an advert for a hot dog eating contest in New York and advert B is an advert for an ostrich festival in Arizona.

I would like to go to the hot dog eating contest because I love hot dogs and would like to take part in the competition.

**2 Aim** To present situational language

- Play the recording with pauses for Ss to listen and repeat chorally or individually.
- Pay attention to Ss' intonation and pronunciation.

**3 Aim** To elicit the content of a dialogue

- Read the rubric aloud and elicit Ss' guesses as to what the dialogue is about.
- Play the recording. Ss listen and follow the dialogue in their books and find out.

**Answer Key**

The dialogue is about inviting a friend to an event (a hot dog eating contest).

**4 Aim** To identify synonymous phrases in context

- Read through the sentences and ask Ss to identify the ones with a similar meaning in the dialogue.
- Check Ss' answers.

**Answer Key**

Give me a moment to think – Let me see

No kidding! – That's unbelievable!

What's it like? – So what's it all about?

I had a great time – I really enjoyed myself.

I'm not really sure- I don't know

Why don't you come with me? – So would you like to come with me? – Oh, come on, it'll be fun.

I've never heard of this – What on earth is that?

**Intonation****5 a) Aim** To present/practise intonation when showing hesitation

- Play the recording with pauses for Ss to listen and repeat chorally and/or individually.
- Pay attention to Ss' intonation and pronunciation.
- Elicit which phrases show hesitation.

**Answer Key**

Phrases that show hesitation: Erm ... Oh ... well ..., Hmm ...

**b) Aim** To practise role playing

- Explain the situation and ask Ss to work in pairs and act out similar exchanges using the prompts.
- Monitor the activity around the class and then ask various pairs to act out their exchanges in front of the class.
- Pay attention to Ss' intonation.

**Suggested Answer Key**

A: Shall we go to the cockroach race tomorrow?

B: Oh ... well ..., I don't know.

A: Do you want to watch the boot-throwing contest tonight, Bob?

B: Let me see. Erm ... I'm not sure yet.

A: How about going to the bug eating festival next weekend?

B: Hmm ... let me think about that.

**Speaking****6 Aim** To role play a dialogue inviting a friend to an event

- Explain the situation and ask Ss to work in pairs and act out a dialogue using poster B, the sentences in Ex. 2 and the diagram as a guide.
- Monitor the activity around the class and then ask various pairs to act out their dialogues in front of the class.

**Suggested Answer Key**

A: Hey, Richard, are you doing anything next Sunday morning?

B: Let me see ... erm ... I don't think so. Why?

A: Well, I'm thinking of going to the Chandler Ostrich Festival.

B: To what? What on earth is that?

A: I know, it sounds crazy! It's a famous festival which takes place each year in March.

B: So, what's it all about?

A: Well ... people can see, pet and ride ostriches. They can even buy and eat them!

B: That's unbelievable!

A: I know. I went last year and I really enjoyed myself. There was some great entertainment before the show like clowns and marching bands. So, would you like to come with me?

B: Hmm ... I don't know.

A: Oh, come on, it'll be fun! It's only \$7 and the food is great.

B: Well ... OK then, why not?

A: That's great. I'll call you on Saturday to make the arrangements, then.

B: OK, I'll speak to you then.

# 2e Extreme conditions

## Vocabulary & Reading

1 **Aim** To introduce the topic

Read the rubric aloud and ask Ss to read through the options presented. Elicit Ss' guesses.

**Suggested Answer Key**

*I think the place is inside a cave.*

2 **Aim** To predict the content of the text, introduce key vocabulary and read for gist

- Play the recording. Ss listen and repeat chorally and/or individually.
- Explain/Elicit the meanings of any unknown words and then elicit Ss' guesses as to what the place is like.
- Give Ss time to read the text and find out.

**Suggested Answer Key**

*I think it must be a very hot and humid place. However, it must be amazing to look at the forest of giant crystals.*

3 **Aim** To match headings and paragraphs

- Ask Ss to read the headings 1-8 and then to read the text again and fit them in the correct gaps.
- Check Ss' answers.

**Answer Key**

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

Refer Ss to the **Check these words** box and explain/ elicit the meanings of the words or ask Ss to use their dictionaries and look them up.

**Suggested Answer Key**

**humidity (n):** relating to how much water there is in the air

**respirator (n):** equipment to help sb breathe

**sweat pours (phr):** when sb sweats/perspires a lot

**breeze (n):** gentle wind

**steam up (phr v):** to become covered in steam (usu of glass)

**gypsum crystals (n):** a type of clear transparent rock made from a hard white substance used to make plaster

**blade (n):** object with a sharp edge like a sword/knife

**glitter (v):** to sparkle and shine

**challenging shoot (phr):** a difficult photographic assignment

**drain (v):** to let/make water leave a place

**decay (v):** to start to decompose

**fate (n):** destiny

**operate (v):** to run/work (for a machine/company)

**funding (n):** money given by a government or organisation for an event or activity

**World Heritage Site (n):** a place that has been officially judged by UNESCO to need protecting

4 **Aim** To consolidate new vocabulary

- Direct Ss' attention to the words in the list and explain/ elicit their meanings.
- Give Ss time to use them to complete the sentences and then check Ss' answers.

**Answer Key**

1 exploring      4 abandoned      7 funding  
2 Sweat      5 sucked  
3 rip      6 breeze

5 **Aim** To consolidate new vocabulary

- Give Ss time to match the words in bold to the meanings in the list using their dictionaries to help them if necessary.
- Check Ss' answers around the class.

**Answer Key**

**tirelessly** = without giving up

**sucked away** = pulled away powerfully

**glittered** = sparkled/shone

**drained** = emptied

6 **Aim** To practise similes

- Explain that a simile is a figure of speech which compares two different things using *as* or *like*.
- Direct Ss' attention to the words in the list and give Ss time to use them to complete the sentences.
- Check Ss' answers.
- Ask if there are similar structures in Ss' L1.

**Answer Key**

1 bone      3 lightning      5 bat  
2 crystal      4 ice      6 nails

## Speaking & Writing

7 **Aim** To describe an imaginary experience

- Play the recording. Ss listen and follow the text.
- Ask Ss to close their eyes and imagine they are in the Crystal Cave and imagine what it is like.
- Give Ss time to write a paragraph about their imagined experience and then ask various Ss around the class to read out their paragraphs to the class.

**Suggested Answer Key**

*Everything glitters like a star. I feel like I'm on another planet. There are giant crystals everywhere. I can hear my breathing becoming heavy. Sweat is pouring from*

my head and I feel weak as all my energy has been sucked away. It's difficult to walk around and I'm not sure how long I can last in here. It's strange but beautiful.

**8 Aim** To give a presentation on another cave

- Explain the task and give Ss time to look up information on the Internet.
- Ask various Ss to report back to the class.
- Alternatively, assign the task as HW and ask Ss to report back in the next lesson.

**Suggested Answer Key**

The Waitomo Glow-worm Cave in New Zealand is a magical place. Inside the cave visitors are awed by a fantastic display of glowing lights created by the thousands of glow-worms that make the cave their home. They make their nests on the ceiling of the cave. Hanging from their nests are glowing threads of light that the glow-worms produce to attract insects to eat. These thousands of lights turn the cave into a starry night sky that is truly amazing to see.

## 2f Extraordinary lifestyle

### Reading & Vocabulary

**1 Aim** To predict the content of a text

- Ask Ss to read the title of the article and the first sentence in each paragraph and elicit Ss' guesses as to what the text is about.
- Play the recording. Ss listen and follow the text in their books and check if their guesses were correct.

**Suggested Answer Key**

I think the text is about a man called Stuart Cove who works with sharks. I think the text must be about his life and the dangers of his job.

**2 Aim** To read for specific information

Ask Ss to read the questions 1-8 and the possible answers and then give them time to read the text again and choose the correct answers.

Ask Ss to compare their answers with their partner. Check Ss' answers around the class. Ask Ss to justify their answers with evidence from the text.

**Answer Key**

- |     |     |     |     |
|-----|-----|-----|-----|
| 1 2 | 3 1 | 5 2 | 7 2 |
| 2 2 | 4 1 | 6 2 | 8 3 |

- Refer Ss to the **Check these words** box and explain/ elicit the meanings of the words or ask Ss to use their dictionaries and look them up.

**Suggested Answer Key**

- kneel (v):** to support the body on one's knees
- crate (n):** a plastic/wood/metal square container
- spear (v):** to stick a long shaft with a metal point at the end through sth
- drift away (phr v):** float off in/on the water
- capture (v):** to trap and keep hold of sth
- manipulate (v):** to make sth do what you want
- step in (phr v):** to become involved in a difficult situation
- sequel (n):** a book or film that continues the story of a previous book or film
- menace (v):** to threaten to seriously harm sb
- be out of your mind (phr):** be crazy
- to one's relief (phr):** having a feeling of happiness that sth unpleasant hasn't happened
- fussy eater (phr):** sb who doesn't like different foods, won't try new foods and insists on eating familiar foods
- bait (n):** a small amount of food used to attract and catch a fish or animal
- spit out (phr v):** to force sth out of your mouth
- strap (v):** to fasten
- tear off (phr v):** to rip away a piece of sth

**3 Aim** To consolidate new vocabulary

- Give Ss time to match the words in bold to the definitions in the list using their dictionaries to help them if necessary.
- Check Ss' answers around the class.

**Answer Key**

- drift** = float
- struggle** = fight
- scrubbed** = cleaned by rubbing hard
- menaced** = threatened
- stand-ins** = replacement actors
- trapped** = caught
- grabbed** = seized suddenly
- fussy** = difficult to please

**4 Aim** To distinguish between commonly confused words

- Give Ss time to complete the task using their dictionaries if necessary.
- Check Ss' answers.

**Answer Key**

- |            |           |            |
|------------|-----------|------------|
| 1 bed      | 4 famous  | 7 realised |
| 2 knelt    | 5 charges | 8 waved    |
| 3 released | 6 bitten  |            |

## Grammar

### 5 **Aim** To present/practise/revise -ing/ (to)-infinitive forms

- Refer Ss to the **Grammar Reference** section to revise -ing/-to inf forms.
- Give Ss time to complete the task and then elicit reasons for their answers.

#### Answer Key

- 1 *swimming (-ing form after 'consider')*
- 2 *dive (infinitive without to after a modal verb)*
- 3 *to swim (to -infinitive after "want")*
- 4 *going (-ing form after a preposition)*
- 5 *wear (infinitive without to after 'make')*
- 6 *to come (to-infinitive after 'would like')*
- 7 *to go (to-infinitive after 'too')*
- 8 *watching (-ing form after 'regret')*
- 9 *to visit (to-infinitive after 'can't wait')*
- 10 *waving (-ing form after 'continue'), to stop (to-infinitive for reported command)*

## Speaking & Writing

### 6 **Aim** To act out an interview

- Explain the task and ask Ss to work in pairs and think of questions and answers based on the information in the text for an interview with Stuart.
- Ss act out their interviews in pairs.
- Monitor the activity around the class and then ask some pairs to act out their interview in front of the rest of the class.

#### Suggested Answer Key

- A: *Have you always wanted to be a shark handler?*  
 B: *Well, I actually got this role by accident! When I was 19, I was an experienced diver working on film sets. Then one day I was asked to get in the water with tiger sharks! I thought they were out of their minds, but then they offered me \$150 for it. As a teenager in 1979, that was a pile of money!*  
 A: *What was your first experience working with sharks like?*  
 B: *Honestly, I was scared to death! During the first take, the shark escaped. I was secretly relieved, but pretended to look for the lost animal. Amazingly, I found it struggling at the edge of the set, trapped in a net. I grabbed it and it tried to bite me! Then it relaxed and I swam it back. After that, I became one of the chief shark handlers. However, I never told anyone that I'd found the shark in a net!*  
 A: *Isn't your job extremely dangerous?*  
 B: *Yes! For some shoots, we simulate shark attacks, which involves strapping food to a suit and letting the sharks tear it off. That's dangerous because they can actually rip your*

*wetsuit and flesh. I have been bitten three times; once on the hand. It was the worst pain I've ever felt.*

A: *Isn't this crazy?*

B: *Well, it is but for fame and fortune you don't mind doing anything!*

### 7 **Aim** To express an opinion on a text

Give Ss time to complete the sentences about Stuart. Elicit a variety of answers from Ss around the class.

#### Suggested Answer Key

*I admire Stuart because he is very brave to get in the water with sharks. Also, he has a dream job through which he earns a lot of money while being able to work with celebrities on film sets. I find his job interesting because it is very varied. He gets to meet famous people and it is exciting to work with dangerous animals like sharks!*

## 2g Skills

### 1 a) **Aim** To introduce and categorise new vocabulary

Ask Ss to copy the headings into their notebooks and then give them time to write the sports under the headings. Check Ss' answers on the board.

#### Suggested Answer Key

**WATER:** *kite surfing, white-water rafting/kayaking, cliff diving, jet skiing, windsurfing, sailing, scuba diving*

**LAND:** *rollerblading, archery, free running (parkour), snooker, ice climbing, mountain biking, weightlifting, skateboarding, sand boarding, ice hockey, snowboarding, ice skating, motocross, indoor climbing, storm chasing*

**AIR:** *BASE jumping, kite surfing, cliff diving, paragliding, bungee jumping, ski jumping*

### b) **Aim** To listen for confirmation, to generate more vocabulary

- Play the recording for Ss to listen and check their answers.
- Elicit which of the sports are not extreme sports and then elicit any more sports Ss can think of to add to each category.

#### Answer Key

**Not extreme sports:** *rollerblading, archery, snooker, weightlifting, skateboarding, ice hockey, sailing, ice skating and indoor climbing are not extreme sports.*

**Suggested Answer Key**

**Water:** water polo, synchronised swimming, canoeing

**Land:** downhill skating, rugby, lacrosse

**Air:** skydiving, hang-gliding

**2** **Aim** To personalise the topic and express a personal opinion

- Explain the task and read out the examples.
- Ask Ss to discuss the questions in the rubric in pairs.
- Monitor the activity around the class and then ask some pairs to report back to the class.

**Suggested Answer Key**

*I have tried ice skating and would like to try snowboarding. For this you would need to be quite physically strong and also have good balance. Also, you would need to buy specialised clothing such as a ski jacket, thick trousers, gloves and goggles. Of course, you would also need a snowboard. Normally, you need snow to go snowboarding, but in some places there are now snow domes in which you can snowboard all year round.*

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

- Direct Ss' attention to the pictures A and B.
- Play the recording. Ss listen to two Ss comparing the pictures and write down the similarities and difference that they mention.

**Answer Key**

**Similarities:** both taking part in unusual sports, both wearing adequate safety equipment.

**Differences:** In picture A, the man seems to be taking part in a competition while in picture B, the man appears to be canoeing for leisure or in training. Also, the man in picture A is wearing lightweight clothing, while the man in picture B is wearing thick clothing.

**b)** **Aim** To compare two pictures showing sports

- Explain the task and remind Ss to use the useful language to help them.
- Ss work in pairs and complete the task.
- Monitor the activity around the class and offer assistance as necessary.

**Suggested Answer Key**

**A:** *In both pictures, groups of people are taking part in unusual sports.*

**B:** *Yes, it looks like the people in picture C are about to do some indoor climbing. I think they are probably doing this sport for fun and to develop physical strength.*

**A:** *They could also be beginners who are doing the sport as a hobby. Perhaps the woman in red is instructing them, while the others are listening.*

**B:** *Maybe, but for this activity the people only have a climbing wall, some ropes and a lightweight harness. On the other hand, the people in picture D are carrying a great deal of equipment. It looks like they are going scuba diving. What do you think?*

**A:** *Yes, it seems like it. I think they must have training in order to do this, so they are probably experienced divers. I'd say they take part in this sport because they like to explore the ocean floor.*

**B:** *Yes, but they are possibly on holiday and looking to see beautiful coral reefs, or perhaps they are interested in marine wildlife.*

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

- Explain the task and ask Ss to read the table.
- Play the recording for Ss to assess which answer is correct.
- Ask Ss to check their answers with their partner and then check Ss' answers on the board.

**Answer Key**

1 Anna 2 Spencer 3 Wales 4 positive 5 aid 6 online

## 2h Curricular: History

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

- Ask Ss to think of what they know/would like to know about jousting.
- Elicit a variety of questions from Ss around the class and write three of them on the board.
- Give Ss time to read the text and then elicit if the questions were answered.

**Suggested Answer Key**

*I know that jousting is a sport that was practised in medieval times. It involved men on horseback who would ride towards one another and try to knock each other off their horse using a long stick.*

**1** *What equipment is required for this sport? (horse, lance, armour)*

**2** *Is the sport dangerous? (yes)*

**3** *Do people still participate in jousting today? (yes, they do)*



**2** **Aim** To read for text completion

- Ask Ss to read the text again and complete the task in closed pairs.
- Ss compare their answers with their partner.

**Answer Key**

- |                    |                       |                         |
|--------------------|-----------------------|-------------------------|
| 1 <i>risked</i>    | 4 <i>could be/was</i> | 7 <i>did not accept</i> |
| 2 <i>To win</i>    | 5 <i>their</i>        | 8 <i>successful</i>     |
| 3 <i>were held</i> | 6 <i>whose</i>        | 9 <i>safer</i>          |

- Refer Ss to the **Check these words** box and explain/elicit the meanings of the words or ask Ss to use their dictionaries and look them up.

**Suggested Answer Key**

**medieval knight (n):** from 1000-1500 AD, a man of high social position trained to fight as a soldier on a horse

**on horseback (phr):** on a horse

**lance (n):** a weapon like a long heavy spear

**spear (n):** a long wooden weapon with a sharp metal point

**at high speed (phr):** very fast

**opponent (n):** sb being competed against in a sports event

**shield (n):** a flat wooden or metal piece of equipment that a soldier carries to protect himself

**knock off (phr v):** to force sb to fall off sth to the ground

**tournament (n):** a sporting competition

**chain mail (n):** lightweight armour made of small links of metal

**slit (n):** a small straight opening in sth

**helmet (n):** a protective head covering

**royalty (n):** members of a royal family

**nobility (n):** people of noble birth e.g. lords and ladies

**commoner (n):** a person of humble birth

**battlefield (n):** a place where a battle is fought

**3** **Aim** To consolidate new vocabulary

- Give Ss time to match the words in bold to the definitions in the list using their dictionaries to help them if necessary.
- Check Ss' answers around the class.

**Answer Key**

**risked life and limb** = injury or death

**restricted** = limited

**glamorous** = attractive

**making a comeback** = becoming popular again

**exhilarating** = very exciting

**4** **Aim** To consolidate new vocabulary

- Explain the task. Give Ss time to complete the task.
- Check Ss' answers around the class.

**Answer Key**

- |                      |                   |
|----------------------|-------------------|
| 1 <i>Competitors</i> | 3 <i>opponent</i> |
| 2 <i>spectators</i>  | 4 <i>audience</i> |

**5** **Aim** To describe a picture

- Play the recording. Ss listen and read the text again.
- Ask various Ss to describe the picture covering all the points in the rubric.

**Suggested Answer Key**

*The picture is of a man on horseback, wearing a suit of armour and carrying a lance. The lance looks like it has a rounded tip. I would say that the competitor is taking part in a modern-day jousting tournament. I imagine that the spectators watching this event would be cheering for their favourite competitor, but perhaps the crowd would be small since jousting is not a very popular sport. He doesn't have a helmet; maybe he has taken it off to practice.*

**6** **Aim** To give a presentation on a dangerous sport from the past

- Explain the task and ask Ss to collect information from the Internet and then report back to the class.
- Alternatively, assign the task as HW and ask Ss to present their information in the next lesson.

**Suggested Answer Key**

*Muay Thai is a martial art which was developed in Thailand. It is based on the idea that the body is a weapon, so parts of the body are used to represent weapons of war. For example, the hands become a sword and dagger, while shins and arms act as protective armour.*

*Originally, Muay Thai evolved through tribal warfare. The art was passed down from father to son and eventually became adopted by the Thai military. It was at this time that young men with military training decided to use their combat skills to develop Muay Thai as a sport.*

*The rules of Muay Thai are similar to the rules of kickboxing. Contestants fight for five rounds which last for three minutes each. During each round, players are awarded points based on their ability. The contestant with most points wins. However, if a contestant falls down and is unable to rise to their feet within ten seconds, they automatically lose the match.*

*Muay Thai has now become a popular international sport. Fans of mixed martial arts often incorporate Muay Thai techniques in their training. With its ever-growing popularity, the Thai government hopes that it will become very popular worldwide.*

# 2 Writing

**1 Aim** To read for specific information

- Explain the task and give Ss time to mark the statements accordingly.
- Ask Ss to check their answers in the **Writing Bank** on p. WB2 and then elicit corrections for the false statements from Ss around the class.

**Answer Key**

- 1 T
- 2 F give opinion in the first main body paragraph
- 3 F use formal language and long forms
- 4 T
- 5 T
- 6 T
- 7 T
- 8 T
- 9 T
- 10 T

**2 Aim** To analyse a rubric and express an opinion

- Ask Ss to read the rubric and then elicit whether they agree or disagree.
- Ask Ss to discuss their ideas with their partner.

**Suggested Answer Key**

*I disagree with this statement because while extreme sports may be dangerous, those who participate in them do so regardless of the risks. Individuals should be allowed to decide whether or not they wish to take part in an extreme sport. Also, adequate safety measures and proper equipment help to prevent injuries.*

**3 Aim** To match points with questions

- Ask Ss to read the model.
- Ask Ss to copy the headings into their notebooks and make notes under them to list the writer's viewpoints and the reasons/examples they use to support them.
- Check Ss' answers on the board.

**Answer Key**

Paragraph	Argument	Reasons/Examples
Paragraph 1	Argument 1: very risky Argument 2: very expensive	<ul style="list-style-type: none"> <li>• cause injury/death</li> <li>• equipment/travel</li> </ul>

Paragraph 2	<p><i>Opposing viewpoint:</i></p> <ol style="list-style-type: none"> <li>1. Enthusiasts take precautions</li> <li>2. More deaths other causes</li> </ol>	<ul style="list-style-type: none"> <li>• wear safety equipment</li> <li>• road accidents/natural disasters</li> </ul>
Paragraph 3	<p><i>Attack on opposing viewpoint:</i></p> <ol style="list-style-type: none"> <li>1. Precautions not enough</li> <li>2. Road accidents are more common because driving is a part of everyone's life</li> </ol>	<ul style="list-style-type: none"> <li>• people still get injured or even die</li> <li>• victims don't put themselves in danger on purpose</li> </ul>

**4 Aim** To categorise linking words and substitute those in the model with suitable alternatives

- Ask Ss to copy the table into their notebooks and work in closed pairs to complete it with the linking words/phrases in the list.
- Give Ss time to substitute the linkers in the model.
- Check Ss' answers around the class.

**Answer Key**

**To list points:** *in the first place, firstly, to begin with, lastly, secondly*

**To add more points:** *also, moreover, in addition, furthermore*

**To introduce opposing viewpoints:** *on the other hand, however, apart from this, alternatively, in contrast, while*

**To introduce examples/reasons:** *for example, therefore, for instance, in particular, because, since, such as*

**To conclude:** *to sum up, all things considered, taking everything into account*

**Suggested Answer Key**

*To begin with – In the first place*

*What is more – Furthermore*

*for example – for instance*

*On the other hand – Alternatively*

*Also – Moreover*

*All in all – All things considered*

**5 Aim** To suggest reasons/examples for viewpoints

- Refer Ss to the sentences 1 and 2 and give them time to write reasons/examples for them.
- Elicit answers from Ss around the class.
- Give Ss time to develop their answers from Ex. 4 into main body paragraphs using the linkers in Ex. 5.

- Ask various Ss around the class to read their paragraphs aloud.

### Suggested Answer Key

- 1 *It improves overall health/Prevents obesity and heart disease.  
It's fun and sociable/Encourages young people to interact with their peers.*
- 2 *It is highly nutritious/Insects contain more protein and less fat than meat.  
It reduces the cost of food production/Much cheaper to farm insects than rear animals.*
- 3 *Firstly, taking part in sport improves overall health.  
This is because regular exercise prevents obesity and heart disease. Also, it's fun and sociable. For example, team sports in particular encourage young people to interact with their peers.*
- 4 *To begin with, insect-eating is highly nutritious.  
This is because insects contain more protein and less fat than meat. Also, it reduces the cost of food production as it is much cheaper to farm insects than rear animals.*

### 6 **Aim** To expand prompts into full sentences

- Explain the task and go through the *Useful language* box.
- Read out the example and then elicit sentences from Ss around the class.

### Suggested Answer Key

- 2 *I believe violent films affect the behaviour of some children.*
- 3 *As far as I am concerned we should not try to travel through time.*
- 4 *To my mind, BASE jumping is too dangerous and should be banned.*

### 7 **Aim** To identify beginnings/endings and writing techniques

Ask Ss to read the extracts A-C and then elicit which are beginnings and which are endings. Then elicit which writing techniques have been used in each one and in the model in Ex. 3.

### Answer Key

*Beginnings:* A, C

*Endings:* B

*Address the reader directly:* C

*Asks a rhetorical question:* A

*Uses direct speech/a quotation:* B

In the model, the writer begins the essay with a quotation and ends it by stating their opinion.

### 8 a) **Aim** To analyse a rubric and prepare for a writing task

- Ask Ss to read the rubric and answer the questions.
- Check Ss' answers around the class.

### Answer Key

- 1 *I am going to write an opinion essay in formal style.*
- 2 *boxing, martial arts, rugby*

### b) **Aim** To match viewpoints to opinions and think of reasons/examples

- Explain the task and give Ss time to complete it.
- Elicit answers from Ss around the class.

### Answer Key

A *disagrees*      B *agrees*      C *agrees*

### Suggested Answer Key

- A *Referees are always present during boxing matches to ensure that participants follow the rules and that they are fit to continue.*
- B *Contestants win by causing physical injury to their opponents, so fans of the sport mimic their sporting heroes' behaviour and believe that violence is acceptable.*
- C *Head injuries are common among boxers and these could cause permanent brain damage.*

### 9 a) **Aim** To listen for ideas and make notes

- Play the recording.
- Ask Ss to listen and make notes.

### Suggested Answer Key

*Encourage violence – boxers physically injure their opponents – glorifies violence – supporters mimic their sporting heroes' behaviour – think it's acceptable  
Boxers get seriously injured – head injuries, brain damage  
Strictly controlled referees – ensure boxers are fit – can continue*

### b) **Aim** To write an opinion essay

- Refer Ss to Writing Bank 2 for more information and practice.
- Give Ss time to write their essay using their answers from Ex. 9 and the plan, then check Ss' answers.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

### Suggested Answer Key

*Have you ever participated in a violent sport? While some people support them, I strongly believe that they should be banned.*

*Firstly, a high percentage of participants get seriously injured while competing in violent sporting events. In particular, head injuries are common among boxers and these could cause permanent brain damage.*

*On the other hand, some people argue that violent sports should not be banned. They maintain that sports such as boxing are strictly controlled with rules and regulations. For instance, referees are always present during matches to ensure that*

participants follow the rules and are fit to continue. However, sports such as boxing encourage violence in society. Since contestants win by causing physical injury to their opponents, fans of the sport mimic their sporting heroes' behaviour and believe that violence is acceptable.

All things considered, I believe that violent sports need to be banned. They can leave the participants permanently and seriously injured and they make violence in general seem acceptable.

## RNE Skills **2**

### Reading

1 **Aim** To read for gist

- Ask Ss to skim the text to get the gist of what it is about.
- Elicit answers.

**Answer Key**

*b* – how predictable eruptions are.

2 **Aim** Finding answers to questions.

- Explain the task.
- Allow Ss some time to do the task.
- Check Ss' answers.

**Answer Key**

1 F            3 extra    5 B            7 4  
2 A            4 D            6 E

### Speaking

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

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

**Answer Key**

Questions	Points
Why do people take part in extreme sports?	<ul style="list-style-type: none"> <li>• Extreme sports are a way to release energy and tension.</li> <li>• People's day-to-day lives are sometimes boring.</li> <li>• Some people are tired of conventional sports like football.</li> <li>• People are interested in testing their own limits.</li> </ul>
Why is doing extreme sports more popular now than it was in the past?	<ul style="list-style-type: none"> <li>• Extreme sports are often on television nowadays.</li> <li>• People have a lot more free time these days.</li> </ul>

Have you tried/ Would you like to try an extreme sport? Why?	<ul style="list-style-type: none"> <li>• Extreme sports are much too frightening.</li> <li>• Sky-diving looks like a great way to feel free.</li> <li>• "Safer" extreme sports like bungee jumping could be fun.</li> </ul>
--	---

4 **Aim** To give a talk

- Ss prepare their answers.
- Elicit answers from various Ss.
- Play the recording for Ss to compare.

**Suggested Answer Key**

Hello, and good morning. I'm going to speak to you for a few minutes about extreme sports. You have probably seen them on the television: bungee-jumping, cliff-diving, kite-surfing and so on. Perhaps one question we can start with is why people take part in them? Certainly, some people's day-to-day lives are boring and they are looking for some excitement. Others find extreme sports a way to release energy and tension. Others are interested in testing their own limits.

It shouldn't be any surprise if extreme sports are more popular now than in the past. They are often on television nowadays, and some people are tired of conventional sports like football. Also, people have a lot more free time these days.

I sometimes wonder if I would like to try an extreme sport. On the whole, I think they are too frightening, though sky-diving looks like a great way to feel free. Perhaps I could start with a 'safer' extreme sport like bungee jumping. That could be fun!

### Writing

5 **Aim** To write an email

- Explain the task.
- Allow Ss some time to complete the task.
- Ss swap papers and check partner's.

**Suggested Answer Key**

**Key words:** email from Tom, La Tomatina, you'd enjoy, why, what's most unusual festival, which places in the world, most like to visit, why, answer his three questions, remember, rules of email writing

Dear Tom,

It was good to hear from you. La Tomatina sounds great fun. If you took any photographs, you must send them to me.

I like the idea of watching the festival, but I'm not too sure that I'd enjoy taking part. I don't even like spilling water on me, so imagine how I'd feel covered in tomatoes! I recently heard of a mud festival in Boryeong, South Korea. People cover themselves from head to toe in mud! I'd really like to visit Rome. I love stories about Ancient Rome and

## Module 2

*I'd love to see where the gladiators fought for their lives.*

*That's all for now. Don't forget to send those pictures!*

*Best wishes,*

*Katy*

### 6 a) **Aim** Preparing for a word-formation task

- Explain the task.
- Allow Ss time to complete the task.
- Elicit answers from around the class.

#### Answer Key

1 adjective      3 noun  
2 adverb        4 verb

### b) **Aim** Preparing for a word-formation task

- Explain the task.
- Allow Ss time to complete the task.
- Elicit answers from around the class.

#### Answer Key

1 experienced    3 coldness  
2 extremely      4 ensure

### 7 **Aim** To form words

- Ss do the task.
- Remind Ss that accurate spelling is required.
- Check Ss' answers on the board.

#### Answer Key

1 difference      3 achievements    5 fitness  
2 famous        4 Amazingly      6 possibility

### 3 **Aim** To practise collocations

- Give Ss time to do the task.
- Check Ss' answers.

#### Answer Key

1 common    4 thick      7 future    10 royal  
2 readily    5 fussy      8 beam      11 breeze  
3 sandy      6 mind      9 opening   12 growing

### 4 **Aim** To practise word formation

- Give Ss time to do the task.
- Check Ss' answers on the board.

#### Answer Key

1 deadly      3 imagination    5 racing  
2 powerful    4 possibilities

### 5 **Aim** To practise words often confused

- Give Ss time to do the task. Ss can look up the words in their dictionaries.
- Check Ss' answers.

#### Answer Key

1 grilled      3 spin            5 scrambled  
2 risk         4 pretended

### **Aim** To read an instruction and write a text on its basis

- Give Ss time to do the task.
- Check Ss' texts and then elicit corrections if needed.

## Language in Use 2

### 1 **Aim** To practise phrasal verbs

- Direct Ss' attention to the diagram and give them time to complete the task.
- Check Ss' answers.

#### Answer Key

1 makes            3 brought          5 came  
2 are springing    4 steam            6 broke

### 2 **Aim** To practise prepositional phrases

- Give Ss time to do the task.
- Check Ss' answers.

#### Answer Key

1 by                3 on                5 in  
2 over             4 for               6 to

## Russia 2

### Reading & Listening

#### 1 **Aim** To read for gist

- Elicit answers from Ss.
- Play the recording.
- Ss follow the text in their books to check their answers.

#### Suggested Answer Key

*You can probably go diving in the Orda Cave and you might be able to see volcanoes and geysers at the Kronotsky Nature Reserve.*

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

- Allow Ss some time to do the task.
- Check Ss' answers.

#### Suggested Answer Key

1 3            3 1            5 3            7 2

2 2      4 2      6 2      8 1

woolly rhinoceroses.

- Refer Ss to the **Check these words** box and explain/ elicit the meanings of the words or ask Ss to use their dictionaries and look them up.

**Suggested Answer Key**

**fragile (adj):** delicate; easily damaged  
**wilderness (n):** a place in its natural condition where nobody lives  
**delicate (adj):** easily damaged  
**funnel (n):** a cone-shaped object with a narrow tube at the bottom and wide round top  
**air bubbles (pl n):** small balls of air  
**precious (adj):** being valuable or rare  
**remote (adj):** hard to get to, far away  
**steaming (adj):** very hot; producing vapours  
**mudslide (n):** mud that flows down a mountain  
**shoot (v):** to move upward quickly and suddenly  
**collapsed (adj):** having fallen down or caved-in  
**boiling point (n):** the temperature at which a liquid changes to a gas  
**bubble (v):** to form bubbles (from boiling)  
**acid lake (n):** an area of water containing harsh chemicals  
**leap (v):** to jump high into the air  
**virtual tour (n):** an online simulation of a place using video images  
**launch (v):** to make available; to introduce

**3** **Aim** To expand on vocabulary

- Explain the task.
- Ss do the task.
- Check Ss' answers.

**Suggested Answer Key**

1 wonders	4 bubbles	7 trip
2 springs	5 boiling	8 virtual
3 rock	6 leaping	

**Speaking & Writing**

**4** **Aim** To personalise the topic

- Explain the task.
- Ss collect information, then complete the task.
- Check Ss' answers.

**Suggested Answer Key**

**Name:** Lena's Pillars  
**Location:** 60km from Yakutsk, Siberia  
**What you can see/do there:** Huge stone formations that look like a forest, fossils

"Lena's Pillars", also known as "Lena's Stone Forest", is an amazing rock formation about 60 km from Yakutsk in Siberia. It is about four-days travel from Moscow, so getting there can be difficult. These prehistoric monuments are in an area of amazing natural beauty and you can even find fossils from animals such as woolly mammoths and

## Body and Soul

### Topic

In this module, Ss will explore the topics of health & fitness, healthcare professions, alternative therapies, health crazes and health problems.

### Modular page

47

**Lesson Objectives:** To give an overview of the module, to introduce key vocabulary, to listen for gist

**Vocabulary:** Jobs related to healthcare & fitness (*optician, psychologist, chemist, art therapist, personal trainer, hypnotherapist, dental nurse, paramedic, nutritionist, midwife, physiotherapist, beautician, plastic surgeon, yoga instructor*)

### 3a Therapies

48-49

**Lesson Objectives:** To read for gist, to read for cohesion and coherence, to revise modal verbs, to summarise a text, to talk about hypnotherapy

**Vocabulary:** Alternative therapies (*hypnotherapy, meditation, acupuncture, reflexology, homeopathy*); Health problems (*arthritis, osteoporosis, ulcers, depression, panic attack*); Aches, pains, injuries (*blisters, migraine, concussion, indigestion, nosebleed*); Verbs (*cluck, saw, lash, mesmerise*); Nouns (*insomnia, surgery, snoring, addiction, burn victim, pain relief, magic wand, side effects, panic attack, recovery*); Adjectives (*restless, dim, absorbed*); Phrase (*kick the habit*)

### 3b Health crazes

50-51

**Lesson Objectives:** To listen and read for gist, to read for specific information, to revise past modals, to summarise a text, to express a preference for an experience

**Vocabulary:** Physical activities (*play sports, weightlifting, aerobics, cycling, stretching, swimming, dancing, yoga, bodybuilding, running, walking, pilates*); Verbs (*dip, tickle, spin, hug, swing*); Phrasal verb (*flick through*); Nouns (*tubes, nostrils, silk hammock, poses, harness*); Adjectives (*oxygenated, gentle, suspended*); Phrases (*catch your eye, laugh out loud, at top speed, out of breath*)

### 3c Culture Corner

52

**Lesson Objectives:** To read for gist, to read for cohesion and coherence, to summarise a text in the form of a tour, to give a presentation on a popular place of natural beauty

**Vocabulary:** Verbs (*roar, cleanse, erupt, dip*); Nouns (*seismic activity, steam, acid, vent, reserve*); Adjectives (*sizzling, geothermal*)

### 3d Everyday English

53

**Lesson Objectives:** discussing symptoms & remedies, to learn the intonation of expressing sympathy, to act out a dialogue

**Vocabulary:** Health problems (*bloated stomach, splitting headache, itchy skin, the flu, runny eyes, bad cough, hay fever, chest infection*)

### 3e Emotional health

54-55

**Lesson Objectives:** To listen and read for gist, to read for specific information, to summarise a text, to express an opinion on a topic

**Vocabulary:** Ways to laugh (*giggles, laughed, burst into laughter, chuckled, grinned broadly, beamed*); Verbs (*giggle, relieve, chant*); Nouns (*community centre, circulation, respiratory system, hormones, chuckle, roar, meditation, puddle*); Adjectives (*sceptical, refreshed*); Phrases (*tone muscles, weight lifted from one's shoulders*)

### 3f Mental health

56-57

**Lesson Objectives:** To read for gist, to read for comprehension, to learn expressions synonymous to modals, to talk about stress in young people, to give a presentation on how to cope with stress

**Vocabulary:** Stressful situations (*study/sit for exams, be bullied, move house, have too much homework, have too many extracurricular activities, have a medical problem in the family, have financial problems at home, have family problems*); Verbs (*concentrate, function, minimise, pump, contribute, slouch*); Phrasal verb (*cope with*); Nouns (*bullying, alert, metabolism, heart rate, blood pressure, depression, cortisol, adrenaline, endorphins*); Adjective (*widespread*); Phrases (*daily basis, lessen its effects, emotional pressure, tough situation, handle the situation, remain on alert, adverse effect, moderate exercise*)

### 3g Skills

58

**Lesson Objectives:** Choice/Reason/Recommending, to talk about stress, to listen for specific information

### 3h Curricular: PSHE

59

**Lesson Objectives:** To read for gist, to read for cohesion and coherence, to talk about anger management, to give a presentation on anger management tips

**Vocabulary:** Verbs (*adapt, evolve, release, unwind, channel*); Nouns (*adrenaline, human race, mental health, blood pressure, insomnia, depression, heart attack*); Adjectives (*physical, vital*); Adverb (*merely*); Phrases (*verbal abuse, physical aggression, ticking bomb*)

**3i Writing 60-61**

**Lesson Objectives:** To analyse a model report, to practise formal style, to practise linkers, to write a report making suggestions/recommendations

**RNE Skills 3 62-64**

**Lesson Objectives:** To read for specific information, to practise word formation, to listen for specific information, to give a talk about diets/gyms, to write an email

**Language in Use 3 65**

**Lesson Objectives:** To practise phrasal verbs and prepositional phrases, to practise word formation, to consolidate vocabulary from the module

**Russia 3 66**

**Lesson Objectives:** To listen and read for gist, to read for comprehension, to talk about folklore in your country

**Vocabulary:** Verbs (*soak*); Phrasal Verbs (*set up, swear by, boil down*); Nouns (*diversity, epidemic, miracle, ailments, immune system, antiseptic, ulcers, scalp, mouthwash, pores, circulation*); Adjectives (*rich, chopped, tar-like, undoubted, vigorous*); Phrases (*widely available, healing properties*)

►► **What's in this module?**

Read the title of the module *Body and Soul* and ask Ss to look at the pictures and to suggest what they think the module will be about (*the module is about health & fitness, healthcare professions, alternative therapies and health problems*). Go through the objectives box to stimulate Ss' interest in the module.

**Vocabulary**

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

- Direct Ss' attention to the words in the list and explain/ elicit the meanings of any that are unknown.
- Play the recording with pauses for Ss to repeat chorally and/or individually.

b) **Aim** To match professions to pictures

Direct Ss' attention to the pictures A-F and elicit which jobs they show from the list in Ex. 1a.

**Answer Key**

A 3 B 9 C 2/6 D 8 E 7 F 5

2 **Aim** To match job descriptions to jobs

- Explain the task and ask Ss to read the job descriptions A-H.
- Explain/Elicit the meanings of any unknown words and then give Ss time to complete the task.
- Check Ss' answers around the class.

**Answer Key**

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

3 **Aim** To listen for gist

- Explain the task and play the recording.
- Ss listen and match the speakers to the pictures A-F.
- Check Ss' answers and elicit which words helped them decide.

**Answer Key**

Speaker 1 – 9 nutritionist  
Speaker 2 – 5 personal trainer  
Speaker 3 – 6 hypnotist  
Speaker 4 – 8 paramedic  
Speaker 5 – 3 chemist

**Suggested Answer Key**

- 1 weight loss, diets, healthy eating
- 2 tone up, training programme, workout
- 3 therapy, open to suggestion



- 4 first people to arrive at the scene, emergency, urgent medical help
- 5 recommending treatment for a range of ailments, prescriptions

**OVER TO YOU!**

**Aim** To express a personal opinion on a range of jobs

Elicit answers to the question in the rubric from various Ss around the class. Alternatively, Ss work in closed pairs. Invite various Ss to answer the questions.

**Suggested Answer Key**

*I think it would be most rewarding to be a paramedic because you help to save people's lives. Also, being a personal trainer would be a rewarding career since you help to build people's confidence and can physically see the results of your work. I believe it would be challenging to work as a psychologist because you help people overcome their problems.*

*A pharmacist needs to be careful because their decisions affect people's lives. They also need to be patient as they deal with all kinds of people.*

*A nutritionist needs to be patient and show understanding of people's problems. They also need to be knowledgeable and keep up with nutritional guidelines.*

*A psychologist needs to be caring and empathise with a person's problems. They also need to be ethical and keep sessions confidential.*

*A paramedic needs to be able to remain calm while dealing with very serious situations. They also need to be decisive and quick thinking because this can save a person's life.*

*A dental nurse needs to be organised because they keep full and accurate patient records. They also need to be supportive and listen to the patient's problems.*

*A personal trainer needs to be communicative or else you won't be able to follow their instructions. They also need to be watchful to correct errors in technique and maintain safety.*

**Answer Key**

**health problems:** arthritis, osteoporosis, ulcers, depression, panic attack

**alternative therapies:** hypnotherapy, meditation, acupuncture, reflexology, homeopathy

**aches, pains, injuries:** blisters, migraine, concussion, indigestion, nosebleed

b) **Aim** To listen for confirmation and find synonyms in L1

- Play the recording. Ss listen and check their answers.
- Elicit which words are the same/similar in Ss' L1.

(Ss' own answers)

**Reading**

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

- Direct Ss' attention to the picture and elicit what it shows.
- Ask Ss to read the title and the first sentence of each paragraph in the text.
- Elicit Ss' guesses as to what the text is about and then give Ss time to read the text and check if their guesses were correct.

**Suggested Answer Key**

*I expect to read about hypnotherapy; its history and how it is used to treat physical and mental problems.*

- Refer Ss to the **Check these words** box and explain/ elicit the meanings of the words or ask Ss to use their dictionaries and look them up.

**Suggested Answer Key**

**insomnia (n):** the inability to sleep

**restless (adj):** uneasy; anxious

**dim (adj):** not bright

**mesmerise (v):** to hypnotise

**surgery (n):** an operation

**anaesthetic (n):** medicine that puts sb to sleep for surgery

**cluck (v):** to make a noise like a chicken

**snoring (n):** a noise made in the throat while sleeping

**addiction (n):** a dependency on sth

**kick the habit (phr):** to break a habit; to stop doing sth that you did regularly

**recovery (n):** the process of getting better after surgery/ illness

**burn victim (n):** sb who had been badly burnt in a fire

**pain relief (phr):** when pain/extreme discomfort goes away/stops

**saw (v):** to cut through sth with a metal tool (also called a saw)

**3a Therapies**

**Vocabulary**

1 a) **Aim** To present and categorise new vocabulary

- Ask Ss to go through the list of words and explain/ elicit their meanings.
- Give Ss time to write the words under the correct headings and then check Ss' answers on the board.

**lash (v):** to hit with a lot of force  
**magic wand (n):** a special stick that has magical powers that a wizard or magician carries to cast spells  
**side effects (n):** adverse effects of taking a drug/medicine  
**absorbed (adj):** engrossed in sth  
**panic attack (n):** a feeling of terror for no reason

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

- Ask Ss to read the sentences 1-8 and then to read the text again and decide if they are true, false or not stated.
- Check Ss' answers.

**Answer Key**

1 2	3 1	5 1	7 2
2 3	4 1	6 1	8 2

**3 Aim** To consolidate new vocabulary

- Give Ss time to complete the sentences using the words in the list. Ss can use their dictionaries to help them if necessary.
- Check Ss' answers around the class.

**Answer Key**

1 heavy, deep	4 kick	7 side
2 swinging	5 wide	8 disorder
3 overcome	6 relief	

**Grammar**

**4 Aim** To practise/revise modal verbs

- Explain the task and read out the example. Ask Ss to underline *It is necessary* in the first sentence. Explain that *have to* is the equivalent modal expressing necessity.
- Refer Ss to the **Grammar Reference** section to revise modal verbs. Ask Ss to find the phrases in the given sentences which will be replaced by a modal verb, then try to find the appropriate modal verb in the **Grammar Reference**. Remind Ss that more than one modal verb can be used.
- Give Ss time to complete it then check Ss' answers.

**Answer Key**

- could eat at the vegetarian restaurant
- may/might/could help with a bad back
- should/ought to try meditation
- don't have to/don't need to/needn't be really fit to do yoga
- She might/may not be able to go to her yoga class as she's working late
- Can/May ... borrow your yoga mat?
- can/may open your eyes now
- Can ... give you a lift to the gym?
- can't/mustn't make any noise during meditation

**Speaking & Writing**

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

- Play the recording. Ss listen and identify the main idea in each paragraph and make notes.
- Ask Ss to use the main ideas to write a short summary of the text.
- Check Ss' answers by asking various Ss around the class to read out their summary.

**Suggested Answer Key**

The text is about a woman called Amy Logan who suffers from insomnia. In order to treat her condition, she decides to visit a hypnotist. Amy discusses the history of hypnotism and its uses. She also describes how hypnotherapy works. Although some people do not believe that hypnotherapy is effective, Amy reports that after only one session, she has been able to sleep better at night.

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

- Read the rubric aloud and give Ss three minutes to write a few sentences.
- Ask various Ss around the class to read out their sentences.

**Suggested Answer Key**

I would like to try hypnotherapy because I would be interested to know if it would work on me. I have heard that it can help people to overcome their fears, and I wonder if it would help me to deal with my fear of heights. Also, I would be interested in finding out what it feels like to be under hypnosis. I think it would be quite a relaxing experience.

**3b Health crazes**

**Vocabulary**

**1 Aim** To introduce new vocabulary and talk about your lifestyle

- Read out the list of physical activities and explain/ elicit any unknown ones.
- Elicit answers to the questions in the rubric from Ss around the class.

**Suggested Answer Key**

I play football every week. I also take my dog for a walk every day. Sometimes, I go swimming or cycling with my friends, but not very often.

**Reading**

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

- Ask Ss to read the headings and look at the pictures and guess what each health craze involves.

- Play the recording for Ss to listen and read the text and find out.

**Suggested Answer Key**

- A A kind of oxygen therapy
- B Using fish to clean your feet
- C Hanging upside-down
- D Running with dogs

**3 Aim** To read for specific information

- Ask Ss to read the questions 1-8 and then read the text again and choose the correct person for each one.
- Check Ss' answers. Ask Ss to justify their answers. Then, ask Ss to think of an alternative heading for each text.

**Answer Key**

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

**Suggested Answer Key**

- A A load of hot air
  - C Up in the air!
  - B Fishy feet!
  - D Canine cross-country
- Refer Ss to the **Check these words** box and explain/elicite the meanings of the words or ask Ss to use their dictionaries and look them up.

**Suggested Answer Key**

- flick through (phr v):** to leaf through the pages of a book/magazine
- catch your eye (phr):** to draw your attention
- oxygenated (adj):** full of oxygen
- tube (n):** long thin hollow plastic cylinder for moving or containing liquids or gases
- nostril (n):** the openings in the nose through which air moves
- dip (v):** to put sth into liquid briefly
- gentle (adj):** calm and soft
- tickle (v):** to touch lightly so it feels strange and makes you laugh
- laugh out loud (phr):** to burst into laughter suddenly and loudly
- silk hammock (n):** a bed made of a long piece of soft cloth (made by silkworms) which you tie between two poles so that it swings
- suspended (adj):** hanging in the air
- poses (n):** positions
- spin (v):** to turn round and round
- hug (v):** to put your arms around sb
- swing (v):** to move back and forth or sideways through the air
- harness (n):** a piece of equipment with straps and belts to control or support sb/sth

- at top speed (phr):** as fast as sth can go
- out of breath (phr):** breathing hard and fast after exercising

**4 Aim** To consolidate new vocabulary

- Explain the task and go through the list of words in the rubric. Give Ss time to match them to the words in bold in the text.
- Tell Ss they may use their dictionaries if necessary.
- Check Ss' answers.

**Answer Key**

- hot air** = with no real meaning
- plunging** = pushing quickly in
- nibble** = eat by biting small pieces
- swarmed** = moved in a large group
- suspended** = hanging
- hilarious** = extremely funny
- no walk in the park** = not easy

**5 Aim** To consolidate new vocabulary

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

**Answer Key**

- |            |             |            |
|------------|-------------|------------|
| 1 boost    | 4 breath    | 7 swinging |
| 2 nibbling | 5 suspended | 8 plunged  |
| 3 swarm    | 6 picked up |            |

**Grammar**

**6 Aim** To practise/revise past modals

- Write on the board:  
*This ring **must be** expensive.*  
*The ring she bought **must have cost** a lot.*  
Elicit which modal form refers to the past (**must have cost**). Elicit/Explain that we form past modals using the modals (*must, can't, couldn't, should, may*) + perfect infinitive without to.
- Refer Ss to the **Grammar Reference** section for more information.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

**Answer Key**

- 1 should have started training
- 2 could have hit him
- 3 may have broken
- 4 can't have gone
- 5 must have passed her
- 6 can't/couldn't have lied

## Speaking & Writing

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

- Give Ss time to go through the text, then tell their partner what each activity involves.
- Ask some Ss to tell the class.

#### Suggested Answer Key

**A** is about breathing in scented oxygen to boost your energy.

**B** is about using a swarm of small fish to remove dead skin from your feet.

**C** is about doing yoga while suspended from the ceiling in a silk hammock.

**D** is about taking part in an activity that involves getting pulled by your dog.

### 8 **Aim** To express a personal opinion on a topic

- Read the rubric aloud and give Ss three minutes to write a few sentences in answer to the questions.
- Ss then read their sentences to their partners.
- Ask various Ss to read their sentences to the class.

#### Suggested Answer Key

*I would most like to try an oxygen bar because I would like to find out if it can really boost your energy. Also, it seems like a unique experience that could help me to relax. I am least interested in CaniX racing as it sounds exhausting and I don't think I would be able to manage it!*

## 3c Culture Corner

### 1 **Aim** To read for gist

- Read the rubric aloud and ask Ss to read the title and the subheadings and guess the answers to the questions.
- Give Ss' time to read the text to find out.

#### Suggested Answer Key

*It's a natural spa. Visitors can see falls, have a sulphur bath, see mud erupting from a volcano, see a geothermal pool and visit a lake.*

### 2 **Aim** To read for main ideas

- Ask Ss to read the text again and match the headings 1-8 with the paragraphs A-G. There is one extra heading.
- Ask Ss to compare their answers with their partners.

#### Suggested Answer Key

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

- Refer Ss to the **Check these words** box and explain/elicit the meanings of the words or ask Ss to use their dictionaries and look them up.

#### Suggested Answer Key

**volcanic activity (n):** movement of hot lava, gas and water upwards from under the ground

**steam (n):** water vapour

**roar (v):** to make a loud noise

**sizzling (adj):** making hissing sounds because of heat

**geothermal (adj):** relating to the heat inside the Earth

**cleanse (v):** to make sth clean

**acid (n):** a liquid substance which can react chemically with/dissolve other materials

**erupt (v):** to explode (of a volcano)

**vent (n):** a hole at the top of a volcano

**dip (v):** to put sth into water briefly

**reserve (n):** a protected natural area

### 3 a) **Aim** To consolidate new vocabulary

- Explain the task and give Ss time to complete it using the words in the list.
- Check Ss' answers.

#### Answer Key

1 volcanic      3 cleanse      5 skin  
 2 bubbling      4 strong      6 health

### b) **Aim** To consolidate new vocabulary

- Give Ss some time to use the phrases from Ex. 3a to make sentences based on the text.
- Check Ss' answers around the class.

#### Suggested Answer Key

1 *There is a lot of volcanic activity in parts of New Zealand.*

2 *The pool of bubbling mud gave off an awful smell.*

3 *The Maori believed the waterfall had the ability to cleanse wounds.*

4 *That pool is full of strong acid; be careful!*

5 *People with skin diseases have been helped by this water.*

6 *There is a famous health spa in Rotorua.*

### 4 **Aim** To give an imaginary tour of a place

- Play the recording. Ss listen and follow the text in their books and make notes.
- Ss then work in pairs and take turns to give an imaginary tour of the place using their notes.
- Monitor the activity around the class and then ask some Ss to give their tour to the class.

**Suggested Answer Key**

First stop is the Kakahi Falls, the largest geothermal waterfall in the Southern Hemisphere. The temperature of the waterfalls is 40°C. Maori Warriors once came to the falls to cleanse their wounds after battles.

The next stop is the Sulphur Bath. This mud pool is not used for bathing because it contains strong acid that harms the skin.

This is the Mud Volcano. It is two metres tall and it erupts every six weeks, usually at night.

Now here we are at the hottest part of the tour. This lake has water temperatures up to 122°C. And here are the cooking pods. They got their name because the Maori used to use them to cook food. Please be careful; the water is very hot!

Now, this is Medicine Lake. Its green water has been used to treat aches, pains and skin diseases for years. Swimming in the lake is not allowed. The mud from the lake is found in many beauty products sold in shops here at the reserve.

Thank you for visiting and I hope you enjoyed the tour. Be sure to visit one of the health spas before leaving and enjoy a traditional thermal mud bath.

5 **Aim** To give a presentation on a popular place of natural beauty

- Explain the task and give Ss time to look up all the necessary information on the Internet. Then ask various Ss to present their information to the class.
- Alternatively, assign the task as HW and ask Ss to give their presentation in the next lesson.

**Suggested Answer Key**

**The Dead Sea**

Throughout history the Dead Sea has been visited by people in search of relaxation and to heal various diseases. It borders the countries of Jordan, Israel and the West Bank. Surrounded by a dramatic landscape of mountains and white salt-lined shores, the sea is the lowest point on the face of the Earth at 400 metres below sea level. Due to the very high concentration of salt in the sea, very few sea animals or plants can survive in its water and this is why it has the name the Dead Sea. Visitors come to relax in the water which is rich in minerals. They can float in the water because of the high salt concentration. The sea is a natural spa that is believed to help cure skin diseases and arthritis.

listen and repeat chorally and/or individually.

- Pay attention to Ss' intonation and pronunciation.

b) **Aim** To elicit the function of sentences taken from a dialogue

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

**Answer Key**

**Ask for information:** What's the matter?, When did it come on?

**Describe a health problem:** I feel terrible actually.

**Give advice:** If I were you, I'd take a strong painkiller.

**Express sympathy:** Oh dear, that sounds awful, Hopefully that will make you feel better.

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

- Play the recording. Ss listen and follow the dialogue in their books and find the answers to the questions.
- Check Ss' answers.

**Answer Key**

Melissa has a splitting headache and feels nauseous. She may have a migraine. Dave suggests she take a strong painkiller and go lie down in a dark room.

**Intonation**

3 a) **Aim** To present/practise intonation when expressing sympathy

- Play the recording with pauses for Ss to listen and repeat chorally and/or individually.
- Pay attention to Ss' intonation and pronunciation.

b) **Aim** To practise role playing

- Explain the situation and go through the health problems in the box and explain/ elicit what they are.
- Read out the example exchange and then ask Ss to work in pairs and act out similar exchanges using the prompts.
- Monitor the activity around the class and then ask various pairs to act out their exchanges in front of the class.
- Pay attention to Ss' intonation.

**Suggested Answer Key**

A: I've got a splitting headache.

B: Oh, no! You poor thing!

A: I've got itchy skin.

B: I'm sorry to hear that.

**3d Everyday English**

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

- Play the recording with pauses for Ss to

- A: I've got the flu.  
 B: That must be awful.  
 A: I've got runny eyes.  
 B: Oh dear, that sounds terrible.  
 A: I've got a bad cough.  
 B: Oh, no! You poor thing!  
 A: I've got hay fever.  
 B: I'm sorry to hear that.  
 A: I've got a chest infection.  
 B: That must be awful.

**Speaking**

4 **Aim** To role play a dialogue discussing symptoms and remedies

- Explain the situation and ask Ss to work in pairs and act out a dialogue using the diagram as a guide.
- Monitor the activity around the class and then ask various pairs to act out their dialogues in front of the class.

**Suggested Answer Key**

- A: Are you alright, Tim?  
 B: Not really, I feel terrible.  
 A: What's the matter?  
 B: I've got a painful bloated stomach.  
 A: I'm really sorry to hear that. When did it come on?  
 B: Well, about an hour ago.  
 A: It sounds like you could have indigestion.  
 B: You might be right.  
 A: If I were you, I'd take an antacid tablet.  
 Hopefully that will make you feel better.  
 B: Yes, I think I'll do that. Thanks a lot.  
 A: You're welcome. Get well soon!

**3e Emotional health**

**Reading & Vocabulary**

1 a) **Aim** To introduce the topic  
 Read the rubric aloud and ask various Ss around the class to answer the questions.

**Suggested Answer Key**

- I laugh quite often.  
 I help my brother with his homework and I help my mum around the house.  
 I never meditate.  
 I try to stop to admire a beautiful sunset whenever I can.

b) **Aim** To talk about what makes you happy  
 Ask Ss to discuss the question in pairs and then ask some pairs to tell the class.

**Suggested Answer Key**

- Hanging out with my friends makes me happy.  
 Getting good grades at school makes me happy.  
 Spending time with my family makes me happy.

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

- Ask Ss to read the title, the quote and the first sentence in each paragraph in the text and guess what the text is about.
- Play the recording. Ss listen and read the text to find out.

**Suggested Answer Key**

I expect to read about laughter yoga and how that makes people feel happy.

3 **Aim** To read for specific information

- Ask Ss to read the questions 1-6 and the possible answers.
- Then give Ss time to read the text again and choose the correct answers.
- Check Ss' answers and ask them to justify their choices.

**Answer Key**

- |   |                |   |                 |
|---|----------------|---|-----------------|
| 1 | 4 (lines 6-7)  | 4 | 3 (lines 44-48) |
| 2 | 3 (lines 9-12) | 5 | 3 (lines 55-56) |
| 3 | 1 (line 25)    | 6 | 1 (lines 65-66) |

- Refer Ss to the **Check these words** box and explain/ elicit the meanings of the words or ask Ss to use their dictionaries and look them up.

**Suggested Answer Key**

- community centre (phr):** a place where people who live in an area can meet and play sports, take courses, etc  
**giggle (v):** to laugh in a childlike way  
**relieve (v):** to ease (pain, worry, etc)  
**sceptical (adj):** doubtful about sth  
**circulation (n):** the process of blood flowing around the body  
**tone muscles (phr):** to exercise the muscles and improve their appearance  
**respiratory system (phr):** the organs and parts in the body which enable us to breathe  
**hormone (n):** chemicals in the body relating to moods  
**chant (v):** to repeat the same words over and over again  
**chuckle (v):** to laugh quietly  
**roar (v):** to make a loud noise  
**refreshed (adj):** more energetic (than before)  
**weight lifted from one's shoulders (phr):** to feel relieved after a problem is taken care of  
**meditation (n):** the act of concentrating hard on relaxing and emptying your mind  
**puddle (n):** a small pool of liquid on the ground

**4 Aim** To express an opinion on the given topic

- Give Ss time to read the interview.
- Then ask various Ss around the class to give their opinions.

**Suggested Answer Key**

*I think humour and laughter are very important in difficult situations. They help people to relax, which is important, because stress is bad for one's health.*

**5 Aim** To consolidate new vocabulary

- Give Ss time to match the words in bold to the meanings in the list using their dictionaries to help them if necessary.
- Check Ss' answers around the class.

**Answer Key**

**diverse** = varied  
**wandering** = walking around without purpose  
**took off** = became successful  
**let off steam** = calm down  
**snigger** = laugh quietly  
**contagious** = infectious  
**clutter** = confusion

**6 Aim** To consolidate new vocabulary

- Direct Ss' attention to the words in the list and explain/elicit their meanings.
- Give Ss time to use them to complete the sentences and then check Ss' answers.

**Answer Key**

1 **ridiculous**      4 **clapped**      7 **focus**  
 2 **relieve**      5 **Roars**      8 **progressed**  
 3 **sceptical**      6 **lifted**

**7 Aim** To present and practise new vocabulary

- Direct Ss' attention to the words in bold in the sentences and give them time to complete the task.
- Ask Ss to check their answers by looking up the words in their dictionaries. Check Ss' answers around the class.

**Answer Key**

1 **laugh**    2 **burst**    3 **grinned**    4 **sneering**

**Speaking & Writing**

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

- Ask Ss to look through the text again to answer the question in the rubric and tell their partner.
- Ask various Ss to tell the class.

**Suggested Answer Key**

*Laughter yoga has helped the writer to relieve stress. By following the yoga instructor's advice, the writer has learnt to meditate and appreciate the simple things in life. The writer advises people to look for small ways to bring happiness into their lives and the lives of those around them and to always be positive.*

**9 Aim** To express an opinion on a quotation

- Explain the task and give Ss time to write a few sentences expressing their opinion.
- Then ask various Ss around the class to read their sentences to the class.

**Suggested Answer Key**

*I think it is important to laugh every day because it makes people feel good. I think laughter creates a general feeling of well-being. I also think people should laugh and try to feel happy every day.*

**3f Mental health**

**Vocabulary**

**1 Aim** To introduce the topic and key vocabulary; to personalise the topic

Ask Ss to read the list of situations and talk with their partner about which ones they find stressful.

**Suggested Answer Key**

*Having too much homework and sitting for exams always make me feel stressed.  
 Having a family member with a medical problem would make me feel stressed.*

**2 Aim** To read for gist

- Ask Ss how people can cope with stress.
- Give Ss time to read the text and find out.

**Suggested Answer Key**

*Someone could cope with stress by exercising on a daily basis.*

**3 Aim** To read for comprehension

- Read the **Study Skills** box aloud and explain that this tip will help Ss to complete the task successfully.
- Ask Ss to read the headings 1-8 and then give them time to read the text again and choose the correct ones for each paragraph. Ask Ss to try to find synonymous words for the ones in the headings.
- Check Ss' answers around the class and ask them to provide reasons for their choices.

**Answer Key**

- A 4 (runs to catch the bus, finishes at 4 pm, two hours homework, Spanish classes, music lessons)
  - B 7 (33% of teenagers feel stress on a daily basis, 67% feel stressed out at least once a week, 78% said, etc)
  - C 5 (can be caused by, can affect, body produces hormones)
  - D 3 (adverse effect, feeling tired and weakened, cause health problems such as acne, high blood pressure, depression)
  - E 8 (difference between stress and pressure, pressure is a good thing, when people are stressed they perform worse)
  - F 6 (heart increases blood flow and pumps more oxygen around, reducing levels of cortisol, releasing adrenaline and endorphins.)
  - G 1 (Just ten minutes of moderate exercise is enough to improve your mood, 30 minutes a day, gain all the benefits of)
- Refer Ss to the **Check these words** box and explain/ elicit the meanings of the words or ask Ss to use their dictionaries and look them up.

**Suggested Answer Key**

- concentrate (v):** to focus
- (on a) daily basis (phr):** every day
- widespread (adj):** in many places
- lessen its effects (phr):** reduce the impact of sth on sth else
- emotional pressure (phr):** great worry
- tough situation (phr):** difficult condition
- bullying (n):** the act of hurting or frightening sb who is less powerful
- function (v):** to work
- alert (adj):** quick to think and act in a situation; watchful
- handle the situation (phr):** to deal with sth
- metabolism (n):** the chemical processes in the body that convert food into energy and control growth
- heart rate (n):** the speed at which the heart beats
- blood pressure (n):** the pressure of the blood as it flows around the body
- remain on alert (phr):** to stay in the condition of being ready to act
- adverse effect (phr):** sth bad that happens as the result of the action of one thing on another
- depression (n):** a state of being very unhappy
- minimise (v):** to make sth as small as possible
- moderate exercise (phr):** a reasonable amount of exercise
- pump (v):** supply
- cortisol (n):** a steroid hormone
- adrenaline (n):** hormone secreted in response to stress
- endorphins (n):** hormones that reduce pain
- contribute (v):** to give sth to sth else
- cardiovascular (adj):** relating to the heart and veins

**cope with (v):** to be able to manage sth

**slouch (v):** to sit in a lazy way

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

- Explain the task. Go through the list of words in the rubric then give Ss time to match them to the words in bold in the text.
- Tell Ss they may use their dictionaries if necessary.
- Check Ss' answers.

**Answer Key**

**concentrate** = focus, **main source** = origin/cause, **widespread** = common, **prevent** = stop, **attempting** = try, **alert** = awake, **adverse** = unfavourable, **minimise** = reduce, **moderate** = reasonable amount, **contributes** = cause in part, **coping** = manage, **slouching** = sit in a lazy way

b) **Aim** To consolidate new vocabulary

- Go through the list of words in the rubric and give Ss time to use them to complete the sentences.
- Tell Ss they may use their dictionaries if necessary. Check Ss' answers.

**Answer Key**

- |           |               |               |
|-----------|---------------|---------------|
| 1 improve | 4 weakened    | 7 contributes |
| 2 basis   | 5 moderate    | 8 lessen      |
| 3 coping  | 6 concentrate |               |

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

- Explain the task and give Ss time to complete it.
- Check Ss' answers then give Ss time to write sentences based on the text using the phrases.

**Answer Key**

- |           |          |           |           |
|-----------|----------|-----------|-----------|
| 1 tough   | 3 main   | 5 adverse | 7 heart   |
| 2 aerobic | 4 stress | 6 health  | 8 nervous |

b) **Aim** To practise new vocabulary

- Give Ss time to use the phrases to make sentences.
- Ask Ss to read out their sentences.

**Suggested Answer Key**

- 1 When placed in a **tough situation**, we often feel stressed out.
- 2 The best way to reduce stress is through **aerobic exercise**.
- 3 Body image is the **main source** of teenagers' anxiety.
- 4 Regular exercise helps to **minimise stress levels**.
- 5 Too much stress can have an **adverse effect** on the body.



- 6 Acne is a common **health problem** caused by stress.
- 7 An increased **heart rate** is a sign of stress.
- 8 Stressful situations trigger the body's **nervous system**.

## Grammar

### 6 **Aim** To present/practise/expressions synonymous to modal verbs

- Read the examples aloud and refer Ss to the **Grammar Reference** section for more information.
- Ask Ss to underline the modal verbs in sentences 1-6, then use the phrases in the table to rewrite the sentences.
- Give Ss time to complete the task and then check Ss' answers.

#### Suggested Answer Key

- 2 *If you want to have fewer conflicts in the family, why not visit your school psychologist?*
- 3 *If children want to have fewer family conflicts with adults, they are supposed to obey family rules.*
- 4 *You are to be more attentive to your family members to have fewer conflicts with them.*
- 5 *Some family conflicts are bound to start s when both children and adults are under stress.*
- 6 *According to psychologists if a conflict with adults is likely to start, children had better react not at once but later.*

## Speaking & Writing

### 7 a) **Aim** To check understanding of a text

- Ask Ss to copy the table into their notebooks, then play the recording. Ss write notes to complete the table.
- Ask various Ss around the class to use their notes in the table to tell the rest of the class what they already knew and what they learnt in this lesson.

#### Suggested Answer Key

What I already know	What I learnt
school is stressful for teenagers	stress hormones speed up the metabolism
a little stress is good for you	high stress can lead to depression
exercise reduces stress	30 minutes
hormones released during exercise	exercise a day gives benefits
make us feel good	

### b) **Aim** To develop critical thinking skills

- Read the rubric aloud and give Ss some time to consider the questions and write a few sentences.
- Elicit answers from Ss around the class.

#### Suggested Answer Key

*I think studying and exams are causes of stress for people my age. I also think peer pressure to fit in is a large cause of stress for teenagers. For older people, different things such as jobs and paying bills are the main causes of stress. I think a good way to deal with stress is talking to your friends and family about your problems and exercising regularly.*

### 8 **Aim** To give a presentation on dealing with stress/To develop research skills

- Explain the task and give Ss time to look up relevant information on the Internet and prepare a presentation.
- Ask various Ss around the class to present their findings to their partner or the rest of the class.
- Alternatively, assign the task as HW and ask Ss to give their presentations in the next lesson.

#### Suggested Answer Key

*One of the most important ways to keep stress low is to know what causes your stress and be prepared when faced with it. Learn to say 'no' to others who are pressuring you or causing you stress. Also, try to talk to someone who listens. Going for a walk in natural surroundings or listening to uplifting music can help stimulate your senses and reduce the feeling of stress. Another good idea to reduce stress is to do your favourite hobby or sport as a way to escape from whatever is stressing you out and relax.*

## 3g Skills

### 1 **Aim** To analyse a rubric & interpret visual prompts

- Ask Ss to read the rubric and underline the key words.
- Then direct Ss' attention to the pictures and elicit what each one shows.

#### Suggested Answer Key

**Key words:** *classmate, tips for avoiding exam stress, how important each is, which two tips are the most helpful*

- 1 *Going running/jogging (exercise helps to reduce stress)*
- 2 *Dancing (helps to unwind/relax)*

- 3 Studying alone late at night (helps to concentrate/ more tiring)
- 4 Studying with a friend (makes studying more enjoyable)
- 5 Eating healthy food (boosts energy and improves concentration)
- 6 Making a study plan (makes studying more manageable)
- 7 Yoga/Meditating (helps to unwind/relax)

- 2 a) **Aim** To evaluate speakers' performance/ participation in dialogue form
- Play the recording. Ss listen and assess the speakers against the points in the rubric.
  - Elicit answers from Ss around the class.

**Suggested Answer Key**

Pair 2 takes turns and gives reasons for their opinions.

- b) **Aim** To listen for discourse analysis
- Play the recording again with pauses if necessary. Ask Ss to analyse the speaker's discourse and identify the language they use to structure their discourse.
  - Elicit answers from Ss around the class.

**Suggested Answer Key**

**give opinions:** I think (that) ..., In my opinion, maybe ..., To me ...,

**invite their partner to speak:** What do you think? Would/Do you agree? What about ...?

**agree:** I think that ... too, I see what you mean, definitely, maybe you're right, I (totally) agree, Yes I do [agree].

**disagree:** I don't completely agree with you.

**recommend:** I would recommend

- 3 **Aim** To make choices, give reasons and recommend

- Give Ss time to complete the task in pairs using the language presented in Ex. 2.
- Monitor the activity around the class and then ask some pairs to report back to the class.

**Suggested Answer Key**

A: I think our classmate should maintain a healthy lifestyle. She should eat healthy foods and also exercise regularly. This boosts energy and improves concentration. What do you think?

B: Yes, I totally agree. Also, she should make a study plan because it will make her workload much more manageable.

A: I see what you mean, but I don't completely agree with you. A study plan might stress her out more if she fails to reach her personal goals.

B: Maybe you're right. What about going dancing? Do you think that's a good idea?

A: While it is good to be able to take time out and relax, I wouldn't recommend staying out late at night. This would just make her more tired and stressed. Instead, maybe it would be a good idea to try meditation to unwind, or just study with a friend to make it more enjoyable. Do you agree?

B: Yes I do. However, it might not be a good idea to always study with a friend as she might get distracted. I think studying alone is more productive. What do you think?

A: I agree. So which two tips do you think will help the most?

B: To me, the most important thing is to exercise regularly to boost your energy.

A: I agree. Also, I think that occasionally studying with a friend can make the experience far more enjoyable and therefore less stressful. Would you agree?

B: Yes, definitely.

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

- Explain the task and ask Ss to read the rubrics 1-6.
- Play the recording. Ss listen and complete the task.
- Check Ss' answers. You can play the recording again with pauses for Ss to check their answers.

**Answer Key**

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

## 3h Curricular: PSHE

- 1 a) **Aim** To introduce the topic

Elicit a variety of answers from Ss around the class.

**Suggested Answer Key**

I feel angry when I have to wait in long queues at the supermarket, or when my parents don't allow me to stay out late. I also get angry when people lie to me.

- b) **Aim** To talk about personal experiences

- Read the rubric aloud and ask Ss to read the example.
- Ss then talk in pairs.
- Monitor the activity around the class and then ask some pairs to report back to the class.

**Suggested Answer Key**

The last time I got angry was two weeks ago when my brother accused me of taking his football. I felt

outraged because I hadn't even touched his football! After a brief argument, we both eventually calmed down. Moments later, we found the football under his bed!

## 2 **Aim** To read for gist

- Give Ss time to read the text and find out about ways to deal with anger.
- Elicit answers from Ss around the class.

### Suggested Answer Key

We can deal with our anger by taking a step back from the situation and talking about it calmly, without raising our voices.

## 3 **Aim** To understand context and fill the gaps

- Ask Ss to read the text again and complete the task.
- Check Ss' answers.

### Answer Key

- |            |           |               |
|------------|-----------|---------------|
| 1 us       | 4 firstly | 7 are getting |
| 2 released | 5 losing  | 8 calming     |
| 3 helps    | 6 manage  | 9 Don't let   |

- Refer Ss to the **Check these words** box and explain/elicit the meanings of the words or ask Ss to use their dictionaries and look them up.

### Suggested Answer Key

**physical (adj):** relating to the body

**adrenaline (n):** a hormone

**human race (phr):** people as a species

**adapt (v):** to change to fit with different circumstances

**evolve (v):** to develop slowly over many years/generations

**verbal abuse (phr):** shouting and saying bad things to sb

**physical aggression (phr):** being violent

**mental health (phr):** the condition of the mind that shows whether sb is feeling happy, able to work, etc

**blood pressure (phr):** the pressure of the blood as it flows around the body

**insomnia (n):** the inability to sleep

**depression (n):** the state of feeling very unhappy and pessimistic

**heart attack (phr):** when the heart does not get enough blood and stops beating

**merely (adv):** only

**ticking time bomb (idm):** a bad situation waiting to happen

**vital (adj):** very important

**release (v):** to let go

**unwind (v):** to relax and let go off worries/tension

**channel (v):** to divert

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

- Explain the task. Give Ss time to complete the task.
- Check Ss' answers around the class. Then give Ss time to use the phrases to make sentences based on the text.

### Answer Key

- |              |            |           |
|--------------|------------|-----------|
| 1 feelings   | 4 mental   | 7 ticking |
| 2 brisk      | 5 pressure | 8 deep    |
| 3 aggression | 6 abuse    | 9 release |

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

- Give Ss time to use the phrases to make sentences.
- Ask Ss to read out their sentences.

### Suggested Answer Key

- 1 Anger is a combination of physical and emotional feelings.
- 2 Taking a brisk walk can help you to calm down.
- 3 Sometimes, anger can lead to physical aggression.
- 4 Uncontrolled anger has a negative impact on our mental health.
- 5 When anger is improperly managed, it can result in high blood pressure.
- 6 It is common to express anger through verbal abuse.
- 7 Holding back anger creates a ticking time bomb which could explode at any minute.
- 8 Meditation and deep breathing can help a person to relax.
- 9 When we exercise, our bodies release endorphins which make us feel better.

## 5 **Aim** To personalise the topic

- Play the recording. Ss listen and read the text again.
- Ss talk in pairs about which of these ideas they have tried and whether they worked and which they will try.
- Ask various Ss around the class to share their answers with the rest of the class.

### Suggested Answer Key

I have tried going for a walk after a heated argument. This helped me to calm down. Afterwards, I was able to discuss the situation without getting upset or angry. In the future, I will try playing sports in order to channel my energy into something more positive.

## 6 **Aim** To develop research skills; To give a presentation on anger management tips

- Explain the task and ask Ss to collect information from the Internet and then report back to the class.

- Alternatively, assign the task as HW and ask Ss to present their information in the next lesson.

**Suggested Answer Key**

You can manage your anger by recognising the times of the day when you are most irritable and then avoiding emotional discussions at these times. When you finally confront the person who has made you angry, try to listen to their side of the story. Always think before you speak and avoid saying things that you will regret later. Also, avoid accusing the other person (You did/said this ...) and instead, focus on your own feelings and possible solutions to the problem.

### 3i Writing

1 **Aim** To analyse a rubric

- Ask Ss to read the rubric and underline the key words, then give them time to answer the questions.
- Check Ss' answers.

**Suggested Answer Key**

**Key words:** local sports centre, improvements to make it popular with young people, manager asked you, write a report making suggestions, décor & facilities, range of activities, publicity

- Ways to improve the sport centre to make it more popular with young people.
- The manager of the sports centre.
- Décor and facilities, range of activities, publicity
- Formal style

2 a) **Aim** To analyse the structure of a model report

- Ask Ss to read the model and fill the gaps 1-5 with the headings A-E.
- Check Ss' answers.

**Answer Key**

1 D      2 A      3 C      4 E      5 B

b) **Aim** To analyse the content of a model report

- Ask Ss to read the model report again and find the sections where each of the items in the rubric is included.
- Elicit answers from Ss around the class.

**Answer Key**

**make suggestions/recommendations:** paragraphs 2, 3 & 4 (Décor & Facilities, Range of Activities and Publicity)

**state the purpose of the report:** 1 (Introduction)

**summarise the main points:** 5 (Conclusion)  
**offer a personal opinion:** 5 (Conclusion)

3 **Aim** To identify formal language

- Explain the task and ask Ss to copy the table into their notebooks and give Ss time to complete it.
- Check Ss' answers on the board.

**Suggested Answer Key**

Informal style	Formal style
I'm writing this report to tell you what I think	The aim of this report is to suggest
... need to be more modern	are in need of being updated
... is not used enough	is underused
Not many people know about the centre.	The centre is not very well-known in the community.
... they aren't things that young people like that much	they are not appealing enough to young people
... a cheap way of getting ...	an inexpensive way of attracting
... would make more young people use the centre	would certainly attract more young people to the centre

4 **Aim** To practise linkers

- Direct Ss' attention to the linkers in bold in the model and give them time to replace them with the ones in the rubric.
- Check Ss' answers around the class.

**Suggested Answer Key**

**Firstly** = To begin with  
**in particular** = especially  
**Although** = Even though  
**Furthermore** = In addition  
**For this reason** = Therefore  
**All in all** = to conclude

5 **Aim** To practise formal language

- Ask Ss to read the paragraphs A & B and the words/phrases in bold and in the lists and replace them accordingly.
- Check Ss' answers.

**Answer Key**

**A** 1 The aim of                      2 attract  
**B** 1 To sum up                      3 I strongly believe  
2 of great benefit to              4 popular

**6** **Aim** To expand prompts into full sentences

- Explain the task and give Ss time to complete it.
- Elicit answers from various Ss around the class and then elicit which heading they match.

**Suggested Answer Key**

- 1 At present, the shop sells only traditional stationary. – Heading: A
- 2 It would be a good idea to offer items that have been designed for younger people such as posters, stickers and modern school bags. – Heading: C
- 3 This would undoubtedly attract younger customers. – Heading: B

**7** **Aim** To analyse a rubric and prepare for a writing task

- Ask Ss to read the rubric and then give them time to answers the questions.
- Check Ss' answers around the class.

**Suggested Answer Key**

The report will be from me (a volunteer), to the director of the children's hospital. Its purpose is to suggest improvements that would make the hospital a more pleasant place for children. I will write my report in a formal style.

**8 a)** **Aim** To match points to headings

- Ask Ss to read the points A-D and then match them to the headings.
- Check Ss' answers around the class.

**Answer Key**

- A Facilities/Resources      C Facilities/Resources  
B General Environment      D Staff

**b)** **Aim** To match suggestions to points

- Ask Ss to read the suggestions 1-4 and then match them to the points A-D in Ex. 8a.
- Check Ss' answers around the class.

**Answer Key**

- 1 B      2 A      3 C      4 D

**c)** **Aim** To write prompts into full sentences using appropriate language

- Explain the task, read out the example and go through the useful language in the box.
- Give Ss time to complete the task and then check Ss' answers by asking various Ss around the class to read their sentences aloud.

**Suggested Answer Key**

**Staff**

Although the nurses in the hospital are both friendly and hardworking, there are often not enough on duty. One suggestion would be to employ more nurses. If we were to do this, children would get better care.

**Facilities/Resources**

The hospital currently has limited outdoor space for children to play. I would suggest that an indoor playroom be made. By doing this, children have more play space available to them. In addition, as there is a lack of toys and books, I strongly recommend that we ask for donations of toys and books from the local community for the children's entertainment.

**General Environment**

The general décor of the hospital is not attractive to children. Therefore, it would be a good idea to paint rooms in bright colours and decorate them with posters for children. Doing this would create a more appealing environment for children.

**9** **Aim** To write a report

- Refer Ss to **Writing Bank 3** for details and practice.
- Give Ss time to write their report using their answers from Ex. 8 and the plan, then check Ss' answers.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

**Suggested Answer Key**

**Introduction**

This report aims to suggest ways of improving the hospital in order to make it a more pleasant place for children.

**General Environment**

The hospital décor is not attractive to children. I recommend we paint the rooms in bright colours and decorate them with posters. This would create a more appealing environment for children.

**Facilities/Resources**

The hospital currently has limited outdoor space for children to play. I would suggest that an indoor playroom be made. This way, children will have more play space available to them. In addition, as there is a general lack of toys and books, I strongly recommend that we ask for donations of toys and books from the local community for the children's entertainment.

**Staff**

Although the nurses in the hospital are both friendly and hard-working, there are often not enough on duty. One suggestion would be to employ more nurses. If we were to do this, children would get better care.

**Conclusion**

In summary, I feel that improved décor, additional

facilities and resources and more staff would greatly improve the hospital. I strongly believe that we should try to do as much as we can to make the children's time here as pleasant as possible and improve the standard of care.

**Skills 3**

**Reading**

- 1 a) **Aim** To predict the content of the text and read for gist
- Ask Ss to read the title and the introduction in the text and elicit Ss' guesses as to what they think the text is about.
  - Give Ss time to read the whole text and find out.

**Suggested Answer Key**

*I think the text is about a new way of exercising called Chaos Training.*

- b) **Aim** To read for specific information
- Explain the task and ask Ss to read the statements 1-8.
  - Give Ss time to read the text again and complete the task.
  - Check Ss' answers and ask them to give justifications.

**Answer Key**

- 1 2 (*peek through the door of a Chaos Training class*)  
 2 3  
 3 1 (*It doesn't matter how they do it because it all works their bodies and minds.*)  
 4 2 (*you might not expect to find ...*)  
 5 2 (*some get on each other's shoulders ... make a human ladder ... two rows of people ...*)  
 6 1 (*Workouts like these can be great confidence builders.*)  
 7 2 (*It's the kind of approach athletes use all the time - testing different muscles and challenging reaction times.*)  
 8 1 (*I actually began to enjoy myself, maybe even enough to go along to the next class!*)

- 2 **Aim** To complete a text and check for lexicogrammatical correctness

- Explain the task.
- Give Ss time to complete it.
- Check Ss' answers around the class.

**Suggested Answer Key**

- 1 professionals                      4 actually

- 2 prevention                      5 excited  
 3 occasionally                      6 unhealthy

**Writing**

- 3 **Aim** To analyse a rubric and write an email

- Explain the task.
- Ss underline the key words.
- Check Ss' answers.
- Ss complete the task.

**Suggested Answer Key**

**Key words:** email, from, Danny, What sports, at your school, Which, your favourite, What, you prefer, team sports, individual sports, How, you keep fit

*Dear Danny,  
 Thanks for your news. I'm glad you asked me about sport because I love anything to do with physical exercise.  
 We play football, basketball and hockey at my school. We have P.E. twice a week and I play on the basketball team which is, of course, my favourite sport. I love team sports. I really look forward to playing with the team or just with my friends on the court. I believe that winning a match is not just about you as an individual, but on team co-operation. All the training I do for the school team keeps me fit, but I sometimes go jogging in the park when I've got some free time.  
 Got to go now!  
 Regards,  
 Igor*

**Speaking**

- 4 **Aim** To prepare for answering a telephone survey

- Ask Ss to read the **Study Skills box**.
- Give Ss time to do the task.
- Check Ss' answers.

**Suggested Answer Key**

- 1 f    2 d    3 b    4 c    5 e    6 a

- 5 **Aim** To practise answering questions

- Explain the task.
- Ss complete the task in closed pairs.
- Check Ss' answers.

**Suggested Answer Key**

**Electronic assistant:** How old are you?  
**Student:** I'm fourteen years old.  
**Electronic assistant:** How often do you exercise?  
**Student:** I try to exercise every day but sometimes I am too busy, so I don't have time. I have basketball practice three times a week, and I try to go running in the park on the other days.  
**Electronic assistant:** What kind of sport is most popular with young people in your region?

**Student:** Football is definitely the most popular sport with boys. Girls usually prefer volleyball or tennis.

**Electronic assistant:** What fitness facilities are available in your area?

**Student:** We have a park where we can play football or run or cycle. We've also got a lot of gyms. There are basketball courts at our school.

**Electronic assistant:** Why do you think it is important to stay fit?

**Student:** I think it's really important to stay fit because we have only got the one body, and it has to last for our whole lives. Also, a fit person has more energy, and usually feels happier and more self confident, too.

**Electronic assistant:** How would you advise a person who wants to get fit?

**Student:** I would tell somebody who wants to get fit that the most important thing is to exercise and be as active as possible all the time. Of course it's important to eat healthily, too.

**Electronic assistant:** That is the end of the survey. Thank you very much for your cooperation.

8 a) **Aim** To speak for two minutes on the topic of diets

- Explain the task.
- Give Ss time to complete it.
- Check Ss' answers around the class.

**Suggested Answer Key**

*Have you ever gone on a diet? I think most people have, and I don't think anybody enjoys it. Still, it is important sometimes.*

*There are a number of reasons why people go on diets. The most common reason is to lose weight. Nowadays, it is easy for people to become overweight because of our sedentary lifestyles. Being overweight unhealthy is considered unattractive, particularly because of the media showing very thin celebrities. So, people diet to lose weight, but sometimes they do it only to improve their health.*

*Personally, I have never dieted because I try to have a healthy lifestyle all the time. I eat nutritious food and keep active, so I don't usually put on extra weight. I do fairly well, but of course, sometimes I eat too much chocolate or fast food.*

*Like most people, I think fast food is really tasty. But I also love healthy food. Since I enjoy lots of kinds of food, I usually try to avoid junk food, because I know it is not good for me.*

b) **Aim** To listen and evaluate a student

- Explain the task.
- Play the recording.
- Elicit answers from Ss.

## Language in Use **3**

1 **Aim** To practise phrasal verbs

- Direct Ss' attention to the diagram and give them time to complete the task.
- Check Ss' answers.

**Answer Key**

- |            |               |            |
|------------|---------------|------------|
| 1 drop out | 3 pointed out | 5 find out |
| 2 fall out | 4 handing out | 6 pass out |

2 **Aim** To practise prepositional phrases

- Give Ss time to do the task.
- Check Ss' answers.

**Answer Key**

- |           |        |        |
|-----------|--------|--------|
| 1 on      | 3 by   | 5 in   |
| 2 through | 4 from | 6 over |

3 **Aim** To practise collocations

- Give Ss time to do the task.
- Check Ss' answers.

**Answer Key**

- |            |             |             |
|------------|-------------|-------------|
| 1 kick     | 5 breath    | 9 portions  |
| 2 laughter | 6 splitting | 10 deep     |
| 3 life     | 7 wide      | 11 personal |
| 4 heart    | 8 tone      |             |

4 **Aim** To practise word formation

- Give Ss time to do the task.
- Check Ss' answers on the board.

**Answer Key**

- |               |               |             |
|---------------|---------------|-------------|
| 1 comfortable | 3 improvement | 5 treatment |
| 2 tension     | 4 patience    |             |

5 **Aim** To practise words often confused

- Give Ss time to do the task.
- Check Ss' answers.

**Answer Key**

- |             |                   |         |
|-------------|-------------------|---------|
| 1 recovered | 3 wanders         | 5 small |
| 2 term      | 4 treat, sticking |         |

**Aim** To practice filling in a form and to write a text on its basis

- Give Ss time to fill in the form.
- Ask them to write a text based on the information in the form. Then ask various Ss to read their texts to the class.
- Alternatively, assign the task as HW and ask Ss to read their texts in the next lesson.

**Answer Key**

- 1 F (It is an alternative therapy.) 5 T  
 2 T 6 F(1995)  
 3 T 7 T  
 4 T 8 T

- Ss prepare their quiz in groups. Ask Ss to go through the pages of Module 3 and select information to compile their quiz. Ask groups to exchange quizzes, to do them, then to check their answers.

**Suggested Answer Key**

**Quiz**

- 1 Homeopathy is a health problem. (F – It is an alternative therapy.)
- 2 The word ‘mesmerised’ was derived from a physician’s name. (T)
- 3 Everybody can be hypnotised. (F – 90% of people)
- 4 Some celebrities use oxygen bars to boost their energy. (T)
- 5 A fish pedicure can be very painful. (F – It tickles.)
- 6 Smiling releases endorphins. (T)
- 7 Exercise helps to reduce stress. (T)
- 8 Anger is always bad. (F – It helps us stay safe.)

# Russia 3

**Reading & Listening**

- 1 **Aim** To introduce the topic & predict content
  - Ss do the task.
  - Play the recording for Ss to check if their answers were correct.

**Suggested Answer Key**

boost the immune system – garlic  
 encourage stronger hair – stinging nettles  
 soothe skin – St John’s wort  
 kill germs – garlic, chamomile, stinging nettles  
 stop bleeding – stinging nettles

- 2 **Aim** To understand main ideas in a text
  - Allow Ss some time to do the task.
  - Check Ss’ answers.

**Suggested Answer Key**

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

- Refer Ss to the **Check these words** box and explain/ elicit the meanings of the words or ask Ss to use their dictionaries and look them up.

**Suggested Answer Key**

**rich (adj):** having a large and interesting variety of sth

**diversity (n):** variety

**set up (phr v):** to establish or create

**epidemic (n):** an outbreak of an illness or disease

**miracle (n):** an event which is amazing and often difficult to explain

**ailments (pl n):** illnesses

**immune system (n):** the group of organs and processes that protect the body from various illnesses and infection

**chopped (adj):** cut into small pieces

**soak (v):** to put sth in water for a period of time

**swear by (phr v):** to believe in or have confidence in sth

**widely available (phr):** easy to find or obtain

**healing properties (phr):** having qualities that cure or treat illnesses

**antiseptic (n):** a substance that destroys germs and bacteria

**tar-like (adj):** having similar qualities to tar

**ulcers (pl n):** open sores in the skin or lining of the stomach/intestine

**boil down (phr v):** to heat an amount of sth until most of its liquid has evaporated

**mouthwash (n):** a liquid used to clean your mouth

**scalp (n):** the skin on your head

**undoubted (adj):** being true or certain

**vigorous (adj):** strong and energetic

**pores (pl n):** the tiny holes in your skin

**circulation (n):** the movement of the blood through the body

**Speaking & Writing**

- 3 **Aim** To personalise the topic
  - Ss prepare their answers.
  - Elicit answers from various Ss.

**Suggested Answer Key**

*I haven’t tried all these cures, but I have tried some. I often gargle with chamomile when I have a sore throat and it usually makes it better. I haven’t tried Gorchichniki, but my father uses them a lot and he says they work. My mother uses plenty of garlic when she cooks so we must eat a lot. I can’t say whether it works, though – we still seem to get colds every winter!*

- 4 **Aim** To expand on a topic

- Allow time for Ss to prepare their answers.
- Invite various Ss to present their work.

**Suggested Answer Key**

*Cabbage leaves are used for a variety of ailments in my country. They can be used to make a drink for ulcers, but you must drink it two or three times a day for at least a week for it to have any effect. If you are having trouble going to the toilet then raw cabbage can help. It can be particularly useful for diabetics and it is often recommended for kidney stones.*



## Art & Entertainment

### Topic

In this module, Ss will explore the topics of festivals & events, festive activities, circus performers, clothes & accessories, parts of a camera, and the news & the media.

### Modular page

67

**Lesson Objectives:** To give an overview of the module, to introduce key vocabulary, to listen for specific information

**Vocabulary:** Festivals & events (*novelty fashion show, traditional dance competition, competition for street performers, historical procession of boats, realistic costumes & makeup, models & fashion designers, mime artists, clothes & accessories made of chocolate, traditional dances, decorated rowing boats, elaborate lion costumes, races*)

### 4a Winter Festivals

68-69

**Lesson Objectives:** To listen and read for gist, to read for specific information, to learn/revise the passive, to talk about festival activities, to talk about a festival you would like to attend

**Vocabulary:** Festive activities (*sledging, ice fishing, carve statues of ice, ice sculpting, build snow statues, taste delicious local dishes, visit an open hot spa, watch parades, snow rafting, go on sleigh rides, participate in competitions, attend outdoor, dance parties/live music, go ice skating, have an outdoor banquet*); Verbs (*drill, cope, illuminate, thrill*); Nouns (*trout, sledging, venue, sculpture, sculptor, maze, festival-goer, snow rafting, sleigh ride, banquet, host*); Adjectives (*squirming, scattered, elaborate*); Phrases (*bare hands, keep a straight face, in full swing*)

### 4b Life as a performer

70-71

**Lesson Objectives:** To read for gist, to read for cohesion and coherence, to learn/revise personal/impersonal passive structures, to act out an interview, to give a presentation on a circus job, to analyse a motto

**Vocabulary:** Circus performers (*fire-eater, juggler, lion tamer, magician, motorcycle stuntman, trapeze artist, stilt walker, acrobat, sword swallower, ringmaster, tightrope walker, clown*); Verbs (*spin, twist, twirl, applaud*); Nouns (*trapeze artist, stardom, talent scout, willpower, awe, glitter, sacrifice, motto*); Adjectives (*fixated, head-hunted, faint-hearted, key, carefree*); Phrases (*defying gravity, master the stunts, adrenaline rush, aches and pains*)

### 4c Culture Corner

72

**Lesson Objectives:** To read for cohesion and coherence to give a presentation on a famous sporting event in your country

**Vocabulary:** Verbs (*soar, boost*); Nouns (*coverage, press*); Adjectives (*prestigious, notorious, stuffed*); Phrases (*at stake, strict dress code, comprising of, make a statement, cause quite a stir*)

### 4d Everyday English

73

**Lesson Objectives:** Buying a formal outfit, to learn the intonation of compliments, to act out a dialogue

**Vocabulary:** Dress (*ballgown, suit*); Accessories (*jewellery, top hat, silver cufflinks*); Footwear (*high-heels, flip-flops*)

### 4e Helping people through art

74-75

**Lesson Objectives:** To read for gist, to read for cohesion and coherence, to learn/revise conditionals (types 0, 1, 2 & 3), to describe an imaginary experience

**Vocabulary:** Parts of a camera (*zoom lens, control buttons, optical viewfinder, electronic flash, battery compartment, zoom, memory card slot, LCD panel*); Verbs (*tile, plaster, shoot, expand*); Phrasal verb (*come across*); Nouns (*passer-by, designer boutique, caption, poverty, sanitation, break-dancing, canvas, funding*); Adjectives (*skeletal, poverty-stricken, breathtaking, enlarged, unexpected, unnoticed*); Adverb (*purposefully*); Phrases (*serve a purpose, pick through rubbish*)

### 4f Art festival

76-77

**Lesson Objectives:** To listen and read for gist, to read for specific information, to learn/revise mixed conditionals, to learn/revise talking about the unreal past

**Vocabulary:** Verbs (*cheer, embrace*); Phrasal Verbs (*set alight, steer away from*); Nouns (*trace, summer solstice*); Adjectives (*spare, free-spirited, conventional, rough, makeshift, dismantled*); Adverb (*reluctantly*); Phrases (*jump at the chance, go up in flames*)

### 4g Skills

78

**Lesson Objectives:** To talk about news & the media, to compare photographs, to listen for specific information

**Vocabulary:** The media (*newspapers, magazines, TV, the Internet, radio*); Sections in a newspaper (*Health, Entertainment, Local News, Sport, World News, Politics, Education, Weather, Celebrity News & Gossip, Business & Finance*)

**4h Curricular: Design & Technology 79**

**Lesson Objectives:** To listen and read for gist, to read for specific information, to write about how holography could change our lives

**Vocabulary:** Verbs (*project, glimpse, malfunction*); Nouns (*laser projection, presidential election, coverage, news correspondent, catwalk, runway, touchpad, conference*); Adjectives (*life-like, sell-out*); Phrases (*go on tour, top the charts*)

**4i Writing 80-81**

**Lesson Objectives:** To analyse a model essay, to learn/practise topic-related vocabulary, to practise recommending, to write a review

**RINE Skills 4 82-84**

**Lesson Objectives:** To read for specific information, to listen for specific information, to practise word formation, to write an email reviewing a film

**Language in Use 4 85**

**Lesson Objectives:** To practise phrasal verbs and prepositional phrases, to practise word formation, to consolidate vocabulary from the module

**Russia 4 86**

**Lesson Objectives:** To listen and read for gist, to read for specific information, to read for specific information, to present information about a popular tourist attraction

**Vocabulary:** Phrasal Verbs (*hang up, chill out, light up*); Nouns (*entrance fee, cloak room, expo centre, fossil, mammoth, slope, orchestra, volunteer, electric saw, chisel, masterpiece*); Adjectives (*astounding, slippery*); Phrases (*well worth*)

**►► What's in this module?**

Read the title of the module *Art & Entertainment* and ask Ss to suggest what they think the module will be about (*the module is about festivals & events, festive activities, how people entertain themselves, etc.*). Go through the objectives box to stimulate Ss' interest in the module.

**Vocabulary****1 Aim To introduce new vocabulary**

- Go through the pictures with Ss and ask them to match the descriptions in the rubric to them.
- Check Ss' answers.

**Answer Key**

*A is a traditional dance competition.*

*B is a historical procession of boats.*

*C is a novelty fashion show.*

*D is a competition for street performers.*

**2 a) Aim To present new vocabulary**

- Play the recording with pauses for Ss to listen and repeat chorally and/or individually.
- Pay attention to Ss' intonation.
- Elicit which of them Ss would expect to see at each event A-D.

**Suggested Answer Key**

*At the Lion Dance Championship, I would expect to see traditional dances and elaborate lion costumes.*

*At the Venice Regatta, I would expect to see decorated rowing boats and races.*

*At the Chocolate Fashion Show, I would expect to see models and fashion designers, as well as clothes and accessories made of chocolate.*

*At the Living Statue World Championships, I would expect to see realistic costumes and makeup and also mime artists.*

**b) Aim To listen for confirmation**

Play the recording. Ss listen and check their answers to Ex. 2a.

**3 Aim To write about festivals**

- Explain the task and read out the example.
- Give Ss time to write similar sentences about the remaining festivals using the prompts under each picture and their answers to Ex. 2 and then ask various Ss around the class to read out their sentences to the class.

**Suggested Answer Key**

*The Venice Regatta is held every year in Italy. It is a historical procession of boats. Visitors can see decorated rowing boats and races.*

# Module 4

The Chocolate Fashion Show is held every year in New York. There are models and fashion designers at this fashion show. Visitors can see clothes and accessories made of chocolate.

The Living Statue Championships take place every year in the Netherlands. It is a competition for mime artists and street performers. Visitors can see performers wearing realistic costumes and makeup and mime artists.

## OVER TO YOU!

**Aim** To express a preference for one of the festivals presented and talk about a similar festival in your country

Elicit answers to the question in the rubric from various Ss around the class.

### Suggested Answer Key

*I would like to attend the Lion Dance Championship because I think it would be very enjoyable and I would like to see elaborate lion costumes and traditional dances.*

*The Henley Regatta is held every year in Henley-on-Thames, England. It is similar to the Venice Regatta because they are both held every year and they both have races between rowing boats. However, the rowing boats at Henley are not decorated as they are in Venice.*

## BACKGROUND INFORMATION

**Malaysia** is a federal constitutional monarchy in Southeast Asia. Its capital city is Kuala Lumpur. Its official language is Malaysian.

**Italy** is a country in south-central Europe. Its capital city is Rome. Its official language is Italian.

**New York** is a state in the northeast of the US. Its capital city is Albany and its largest city is New York City which is the most populous city in the US.

**The Netherlands** is a constituent country of the Kingdom of the Netherlands. It is located in Northwest Europe with some islands in the Caribbean. Its capital city is Amsterdam and its official language is Dutch.

## 4a Winter Festivals

### Vocabulary & Reading

1 **Aim** To introduce key vocabulary

- Go through the list of phrases with Ss. Play the recording with pauses for Ss to listen and repeat chorally and/or individually.

- Pay attention to Ss' intonation then, explain/ elicit the meanings of any unknown words.

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

- Ask Ss to read the introduction and look at the pictures. Elicit answers to the question in the rubric from various Ss.
- Play the recording. Ss listen and read the text to find out.

### Suggested Answer Key

*I think the Mountain Trout Ice Festival is a winter festival where people fish through holes in the ice. The Fairbanks Ice Festival is probably an event where artists make ice sculptures for people to go and see. The Sapporo Snow Festival looks like a winter event similar to the one in Alaska, except here they make sculptures from snow. The Quebec Winter Carnival looks like it has horse races in the snow.*

3 **Aim** To listen and read for specific information

- Ask Ss to read the questions 1-6 and then give them time to read the text again and answer them.
- Check Ss' answers. Ss should justify their answers.

### Answer Key

- C (When I arrived, the festival was already in full swing.)
- B (The festival is a month-long event)
- D (My favourite festival experience was sitting in a hot tub out in the open, among snow-covered pine trees, under a starry night sky.)
- A (It's hilarious! No one watching can keep a straight face.)
- D (The mood is so friendly and the locals are the perfect hosts.)
- C (I'd heard from friends that it was one of Japan's most popular festivals so I decided to take a look.)

- Refer Ss to the **Check these words** box and explain/elicit the meanings of the words or ask Ss to use their dictionaries and look them up.

### Suggested Answer Key

**trout (n):** a type of fish

**sledging (n):** moving across snow on a wooden object with a low frame and narrow strips of wood instead of wheels called a sledge

**drill (v):** to use a tool/machine for making holes (also called a drill)

**bare hands (phr):** to use your hands without any gloves or other protection

**keep a straight face (phr):** be serious and not laugh

**squirming (adj):** wriggling about; twisting

**situated (pp):** found in a place  
**venue (n):** the place where an event is held  
**cope (v):** to handle a situation  
**in full swing (phr):** an event that has already been happening for a period of time and there is a lot of activity  
**elaborate (adj):** highly decorative  
**sculpture (n):** a statue or object carved from sth  
**sculptor (n):** sb who creates sculptures  
**illuminate (v):** to light sth up  
**maze (n):** a complicated system of paths or passages  
**thrill (v):** to excite  
**festival-goer (n):** sb who goes to a festival  
**snow rafting (n):** travelling over snow on an inflatable boat called a raft  
**sleigh ride (n):** travelling in a vehicle pulled by a horse over the snow  
**banquet (n):** a huge feast  
**host (n):** sb who has guests  
**hot tub (n):** a large heated bath, usu outdoors

**BACKGROUND INFORMATION**

South Korea or the Republic of Korea is a state in the southern part of the Korean Peninsula. Its capital city is Seoul and its official language is Korean. Alaska is a state in the northwest of the US. Its capital city is Juneau and its largest city is Anchorage. It is the largest state in the US. Japan is an island nation in East Asia. Its capital city is Tokyo. It is a major economic power. Canada is a country in North America. Its capital city is Ottawa and its largest city is Toronto. Its official languages are English and French.

**4 Aim** To consolidate new vocabulary

- Give Ss time to match the words in bold to the definitions in the list using their dictionaries to help them if necessary.
- Check Ss' answers around the class.

**Answer Key**

**released** = set free      **elaborate** = complicated  
**grab** = catch      **banquets** = formal dinners  
**squirming** = twisting      **put on** = held  
**scattered** = spread about      **spa** = bath  
**incredible** = amazing

**5 Aim** To consolidate new vocabulary

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

**Answer Key**

1 attraction      3 bare      5 cope  
 2 released      4 situated      6 swing

**BACKGROUND INFORMATION**

**San Fermin Festival or The Running of the Bulls** is a festival held every July in Pamplona, in the region of Navarra in Spain. The festival is in honour of San Fermin, the patron saint of Navarra, and involves bulls running after people through the streets to the bull ring.

**Grammar**

**6 a) Aim** To present/revise the passive

- Write on the board.  

S	V	O
Steve created a statue of ice. (Active agent)		
A statue of ice was created by Steve.		

 Elicit how we form the passive (*to be + past participle of main verb*)  
 Explain that we use the passive to talk about actions when the person who carries out the action is unknown, unimportant or obvious from the context.
- Give Ss time to find all the passive verbs forms in the text and then elicit how we form the passive and when we use it.
- Refer Ss to the **Grammar Reference** section for more information.

**Answer Key**

A: are drilled, are released, is built, are put, are situated  
 B: are taken  
 C: is located, are illuminated  
 D: are decorated/are put on

**Suggested Answer Key**

The passive is formed with 'to be + past participle of the verb'. Also, the object of an active sentence becomes the subject in a passive sentence, whereas the subject of an active sentence becomes the object in the passive sentence (or the object is omitted). We use the passive form when we want to focus on the object of the sentence or when the subject is not known or obvious from the context.

**b) Aim** To practise the passive

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

**Answer Key**

- 1 Winterlude is celebrated every year in Ottawa.
- 2 Sleighs are rented by people to go along the canal./ Sleighs can be rented to go along the canal.
- 3 Amazing ice sculptures have been created.
- 4 Fireworks will be set off in the evening.
- 5 An outdoor venue concert can be attended this year.



3 **Aim** To read for gist

Give Ss time to listen to and read the text and find out about the life of a trapeze artist.

**Suggested Answer Key**

*I think the life of a trapeze artist is usually quite thrilling. However, I imagine a trapeze artist has to travel a lot and practise all the time, so it must get quite tiring, too. Practise is very important for a trapeze artist, because they must be able to perform their routines perfectly. It's a dangerous job, but a trapeze artist probably doesn't get scared easily.*

4 **Aim** To read for specific information

- Ask Ss to read the statements (1-8) and then listen to and read the text again and complete the task.
- Ask Ss to justify their answers with evidence from the text.

**Answer Key**

1 1            3 3            5 2            7 1  
2 3            4 2            6 1            8 2

- Refer Ss to the **Check these words** box and explain/ elicit the meanings of the words or ask Ss to use their dictionaries and look them up.

**Suggested Answer Key**

**trapeze artist (n):** sb who performs tricks and special swinging movements using a short bar hanging high up in the air from two ropes

**fixated (pp):** obsessed

**spin (v):** to turn around 360

**stardom (n):** celebrity, fame

**head-hunted (pp):** selected by a talent scout for a job  
**talent scout (phr):** someone who looks for people who have the skills they want, especially in entertainment or sport

**defying gravity (phr):** staying in the air

**faint-hearted (adj):** not confident, afraid of taking risks

**twist (v):** to turn repeatedly; to spin

**twirl (v):** to do quick turns in a circle

**key (adj):** important

**willpower (n):** strength of will

**master the stunts (phr):** become expert at special tricks

**carefree (adj):** easy-going

**applaud (v):** to clap the hands together (as a sign of appreciation of sth/sb)

**awe (n):** wonder; amazement

**adrenaline rush (phr):** a feeling of excitement that makes the heart beat faster

**aches and pains (phr):** discomfort in the bones and muscles (from overwork)

**glitter (n):** showy attractiveness

**sacrifice (n):** the act of giving up sth special for other people/ a purpose

**motto (n):** a phrase that expresses a belief

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

- Go through the list of words in the rubric and give Ss time to match them to the words in bold in the text.
- Tell Ss they may use their dictionaries if necessary.
- Check Ss' answers.

**Answer Key**

**flipped** = turned over

**twirl** = spin

**defying** = resisting

**intense** = tough

**faint-hearted** = not confident    **carefree** = easy-going

b) **Aim** To consolidate new vocabulary

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

**Answer Key**

1 *fixated*

3 *key*

5 *awe*

2 *stardom*

4 *twist*

**Grammar**

6 **Aim** To present/revise personal/impersonal passive structures

- Read the examples aloud and elicit how the two passive structures differ.
- Refer Ss to the **Grammar Reference** section for more information.

**Suggested Answer Key**

*In the impersonal passive sentence, the subject follows the verb, and it has the structure 'It + passive verb (+ that) + subject + verb'. The impersonal passive always starts with 'it' followed by the passive form of verb of the main clause.*

*In the personal passive sentence 'the stunt' becomes the subject of the sentence, and it has the form 'subject + passive verb + to-infinitive of the verb of the subordinate clause (in the appropriate tense).*

7 **Aim** To practise personal/impersonal passive structures

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

**Answer Key – see p. 74(T)**

1 *His show is expected to attract a large audience. (personal)*

2 *It is said that the magician's act is the best at the festival. (impersonal)*

- 3 It is believed that she is one of the world's best jugglers. (impersonal)
- 4 They are thought to win the championship again. (personal)
- 5 The fire-eater is reported to be amazing. (personal)

## Speaking & Writing

### 8 **Aim** To consolidate information in a text/To prepare and act out an interview

- Elicit possible questions an interviewer could ask about and write them on the board. (See questions in the Suggested Answer Key)
- Ask Ss to work in pairs and take the roles of Chun Mee Sing and an interviewer and prepare their interview.
- Ss then act out their interviews in pairs.
- Monitor the activity around the class and then ask some pairs to act out their interviews in front of the rest of the class.

#### Suggested Answer Key

- A: Have you always dreamt of being in the circus?  
 B: Yes. I first went to the circus when I was five years old, and I wanted to become a trapeze artist ever since.
- A: Did you have to train a lot to become a trapeze artist?  
 B: Yes, I trained hard from a young age to master the stunts and make them look effortless.
- A: What is your favourite thing about being a trapeze artist?  
 B: I get a thrill from flying through the air, but I love to hear people applauding me and seeing the awe I inspire in them when they see me perform. That's the best feeling.
- A: Do you think anyone could do your kind of work?  
 B: Not everyone would enjoy it. The hours are long and you have to be prepared to travel constantly and to suffer from aches and pains. If someone is prepared for all that, then the thrill of being a trapeze artist is unbeatable.

### 9 **Aim** To develop research skills/To give a presentation on a circus job

- Refer Ss to the Internet and give them time to collect information about a circus job.
- Ss present their information to the class.
- Alternatively, assign the task as HW and ask Ss to present their information in the next lesson.

#### Suggested Answer Key

Tightrope walking is a highly skilled circus act. A tightrope walker has to walk along a thin piece of rope from one platform to another. It requires a lot of balance and concentration to make it all the way

to the end of the rope. The tightrope is usually located high up, so there is a big fall to the ground if the tightrope walker loses their balance. There is often a net to catch anyone who might fall, but many tightrope walkers prefer to perform without a net. It takes years of practice to master the art of tightrope walking. A good tightrope walker can also perform other tricks, such as juggling while walking along the thin wire.

### 10 **Aim** To develop critical thinking skills

- Explain the task and give Ss three minutes to write down what they think the motto means.
- Ss tell their partners. Ask various Ss around the class to read their sentences to the class.

#### Suggested Answer Key

'The show must go on' means that no matter what might have happened before, or might happen during a public performance, the show must continue. I think people use this phrase because an audience expects to be entertained and it is important that they don't leave disappointed.

## 4c Culture Corner

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

- Direct Ss' attention to the pictures and elicit Ss' guesses in answer to the questions in the rubric.
- Give Ss time to read the text and find out.

#### Suggested Answer Key

From the pictures, I can see that Royal Ascot is a horse racing event. It looks like people dress up in fancy costumes and wear extravagant hats to the event. I think most people go there to watch the horse racing, but some people may just go to be noticed for what they are wearing.

### 2 **Aim** To read for word formation

- Explain the task and give Ss time to complete it.
- Play the recording so that Ss can check their answers.

#### Answer Key

- |            |                 |                 |
|------------|-----------------|-----------------|
| 1 host     | 4 has attracted | 7 is considered |
| 2 attends  | 5 soars         | 8 are wearing   |
| 3 is known | 6 is not        | 9 to follow     |

- Refer Ss to the **Check these words** box and explain/ elicit the meanings of the words or ask Ss to use their dictionaries and look them up.

**Suggested Answer Key**

**high society (phr):** rich, wealthy and famous people

**hot spot (phr):** a place famous or known for sth

**attend in person (phr):** to go to an event yourself

**punter (n):** a person who bets money, often at horse-races

**starting gate (n):** the machinery that releases a racehorse onto the track

**prize money (n):** money received by the winner

**at stake (phr):** what can be won or lost

**soar (v):** to go up very high

**boost (v):** to improve or increase sth

**coverage (n):** reporting of event

**press (n):** the newspapers

**strict dress code (phr):** rules which say exactly what you must wear to get in somewhere

**morning coat (n):** a very smart man's jacket, long behind and short in front

**latter (adj):** the last or second of two things mentioned earlier

**Her Majesty (phr):** formal way of speaking to or about the Queen

**conservative (adj):** normal; not crazy or dramatic

**3 Aim** To consolidate new vocabulary

- Go through the list of words in the rubric and give Ss time to match them to words/phrases in the text.
- Tell Ss they may use their dictionaries if necessary.
- Check Ss' answers.

**Answer Key**

**most impressive/admired = jewel in the crown**

**at risk = at stake**

**quickly increase = soar**

**have to = are required**

**peculiar = outrageous**

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

Ask various Ss around the class to tell the class three things they remember from the text.

**Suggested Answer Key**

Over 300,000 people have attended Royal Ascot. 'Ladies' Day' at Royal Ascot is when women wear formal dresses while all the men wear suits. The women wear hats with outrageous designs.

**5 Aim** To develop research skills/To give a presentation on a famous sporting event in Ss' country

- Explain the task and give Ss time to look up all the necessary information on the Internet and write a short article. Then ask various Ss to read their emails to the class.

- Alternatively, assign the task as HW and ask Ss to read their letters in the next lesson.

**Suggested Answer Key**

Dear Jade,

Great to hear from you! The rugby championship sounds very exciting. Well done to your team for winning the cup!

The most famous sports event in my country is probably the Kontinental Hockey League, or KHL. The KHL is the Russian ice hockey championship. Ice hockey is even more popular in Russia than football! One of the biggest matches of the season is the All-Stars Match. This happens in the middle of the season, in January or February. The match happens in a different Russian city each year, but is always very popular and watched on TV by millions. The President of Russia usually attends and meets the winners.

Write soon,

Tanya

**4d** Everyday English

**1 Aim** To generate vocabulary for clothes, accessories and footwear

- Ask Ss to write the headings into their notebooks.
- Then set a one-minute time limit for Ss to think of as many words as possible to go under each heading.
- Ss check their answers with their partner. Check Ss' answers on the board.

**Suggested Answer Key**

**dress:** ballgown, suit, trousers, shirt, tie, skirt, dinner jacket, jumper, jeans, shorts, T-shirt

**accessories:** jewellery, top hat, silver cuff links, silk tie, leather belt, pearl earrings

**footwear:** high heels, flip-flops, trainers, sandals, boots

**2 Aim** To talk about clothes, accessories and footwear

Elicit answers from various Ss around the class.

**Suggested Answer Key**

Events such as a wedding, a job interview or a business meeting require people to dress formally.

I recently went to a wedding. I wore a navy blue suit and a tie.

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

- Play the recording with pauses for Ss to listen and repeat chorally and/or individually.



## Module 4

- Pay attention to Ss' intonation and pronunciation.
- Elicit what the dialogue may be about.

### Suggested Answer Key

*I think the dialogue is about buying formal clothing to wear for a special occasion.*

### b) **Aim** To listen for confirmation

Play the recording. Ss listen and check.

### 4 **Aim** To identify synonymous phrases in a dialogue

- Read through the sentences and ask Ss to identify the ones with a similar meaning in the dialogue.
- Check Ss' answers.

### Answer Key

*I want you to help me choose something to wear. – I was hoping you could give me a hand picking an outfit.*

*What do people have to wear? – What's the dress code?*

*It makes your eyes stand out. – It brings out your eyes.*

*These go really well with the dress. – They match the dress perfectly.*

## Intonation

### 5 **Aim** To present/practise intonation in compliments

- Play the recording with pauses for Ss to listen and repeat chorally and/or individually.
- Pay attention to Ss' intonation and pronunciation.
- Read out the example and then ask Ss to act out similar exchanges in pairs using the phrases.

### Suggested Answer Key

A: *You look fantastic in that!*

B: *Really? I've had this dress for years.*

A: *That colour really suits you!*

B: *Thanks. I wasn't sure if red was my colour.*

A: *You look gorgeous today!*

B: *Thanks! You look great as well!*

A: *That brings out the colour of your eyes!*

B: *Do you think so? I'll wear it more often, then!*

A: *I love your skirt! Is it new?*

B: *Yes, it's quite new. I bought it last month.*

## Speaking

### 6 **Aim** To role play a dialogue buying a formal outfit

- Ask Ss to work in pairs and act out a dialogue using the sentences in Ex. 3a and the diagram as a guide.
- Monitor the activity around the class and then ask various pairs to act out their dialogues in front of the class.

### Suggested Answer Key

A: *What's the special occasion we're shopping for?*

B: *We've got a school ball this Friday. I was hoping you could help me choose an outfit.*

A: *Of course! What's the dress code?*

B: *It's strictly formal. I'll need something elegant.*

A: *How about a nice ballgown and high-heels?*

B: *Yes, good idea. What about this one?*

A: *That's fantastic. Green really suits you. It brings out your eyes.*

B: *Yes, I love green, too, but it's a bit short.*

A: *You're right. How about this one, then? It's similar, but it's a bit longer.*

B: *Oh, that's lovely! I'll go and try it on.*

*... What do you think?*

A: *Wow! You look gorgeous!*

B: *Thanks! I'll get it.*

A: *Don't forget the shoes! These ones match the dress perfectly.*

B: *Oh, yes! They're perfect. I'm all set for the ball now!*

## 4e Helping people through art

## Vocabulary & Reading

### 1 a) **Aim** To introduce new vocabulary

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

### Suggested Answer Key

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

### b) **Aim** To describe the parts of a camera

Ask various Ss around the class to use the words in Ex. 1a to describe the parts of a camera.

### Suggested Answer Key

*The optical viewfinder is what you look through to take a picture with a camera. However, digital cameras have LCD panels that can display what you are about to photograph. The electronic flash allows you to take photos in the dark and the zoom lens lets you move towards or away from the subject by*

simply adjusting the zoom control. The memory card slot holds the card on which all your pictures are stored and the power is supplied by batteries stored in the battery compartment. The control buttons on the top of the camera are used to take the photos and to turn the camera on and off.

2 a) **Aim** To predict the topic of the text

Ask Ss to read the title and the first and last paragraph in the text and guess what the article is about.

**Suggested Answer Key**

*I think the article is about a photographer who takes photos of the poorest areas in the world and then he exhibits his work in public places, so that people might become more aware of the suffering people are going through.*

b) **Aim** To read for gist

Ss read through the text in their books and check if their guesses were correct.

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

- Ask Ss to read the sentences (1-8) and then to read the text again and fit them in the correct gaps (headings).
- Check Ss' answers.

**Answer Key**

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

- Refer Ss to the **Check these words** box and explain/ elicit the meanings of the words or ask Ss to use their dictionaries and look them up.

**Suggested Answer Key**

**passer-by (n):** sb walking on the street  
**bustle (v):** to move quickly and busily  
**emaciated (adj):** very thin, so that the bones are visible  
**slum (n):** an area of poor-quality housing at the edge of a city  
**deprived (adj):** not having food, water, the basics of a normal life  
**poverty-stricken (adj):** seriously affected by a lack of money  
**resident (n):** sb who lives in a place  
**seedy (adj):** poor-quality, associated with crime  
**dweller (n):** sb who lives in a place or building  
**contrast (n):** an obvious difference between two things  
**pick through rubbish (phr):** to look through a heap of rubbish for sth valuable or useful  
**designer boutique (n):** a clothes shop selling high-quality, specially made fashion  
**technique (n):** a way of doing sth

**against the law (phr):** illegal; an action for which the police would arrest you

**vandalism (n):** deliberately damaging property that does not belong to you

**advertising billboard (n):** a large sign, with a message encouraging you to buy a product

**creativity (n):** the ability to come up with an original idea or sth beautiful

**benefit (v):** to make sth better

**guilt-trip (n):** words or actions meant to make sb feel guilty

**simplistic (adj):** too simple; not effective or useful

b) **Aim** To deconstruct a reading task

Ask Ss to refer back to the text and go through their answers to Ex. 3a and say which words helped them choose their answers.

**Suggested Answer Key**

- A 3 pause ... looked at from the other side  
B 6 the seedy side of life ... graffiti on trains ... began to photograph people  
C 1 although ... the friendliest and most welcoming of all  
D 8 where to place the poster ... 'wheatpasting' to stick them on the walls  
E 4 against the law ... treated by the police  
F 7 express themselves/school ... drawing/ painting/dancing  
G 2 not without critics ... too simplistic

4 **Aim** To consolidate new vocabulary

- Direct Ss' attention to the words in the list and explain/ elicit their meanings.
- Give Ss time to use them to complete the sentences and then check Ss' answers.

**Answer Key**

- 1 picking through    4 poverty-stricken    7 simplistic  
2 passers-by        5 bustling  
3 contrast            6 billboard

5 **Aim** To consolidate new vocabulary

- Give Ss time to match the words in bold to the definitions in the list using their dictionaries to help them if necessary.
- Check Ss' answers around the class.

**Answer Key**

**ignored** – sth people are deliberately not looking or thinking at  
**keen** – being positive about  
**ideally** – particularly good for a purpose  
**a public space** – somewhere everyone goes  
**keep in mind** – remember and think about  
**condition** – the way sth or sb is

## Grammar

### 6 **Aim** To revise/practise conditionals

- Explain the task and refer Ss to the **Grammar Reference** section on p. GR12 to revise conditionals.
- Check Ss' answers and then elicit conditionals from the text.

#### Answer Key

- 1 would give
- 2 will begin
- 3 won't/will not get out
- 4 help
- 5 hadn't lost
- 6 didn't live
- 7 would/could/might have helped
- 8 would sign up

### 7 **Aim** To practise conditionals using personal examples

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

#### Suggested Answer Key

- 1 If the whole world were listening, I would tell everyone that we have to do more to help poor people.
- 2 If I could change one thing about myself, I would choose to become more patient.
- 3 If I had found a wallet in the street, I would have handed it in at the nearest police station.
- 4 If I travel abroad, I will go somewhere sunny.

## Speaking & Writing

### 8 **Aim** To describe an imaginary experience

- Explain the task and play the recording.
- Ss listen to the text and use their imaginations to think of answers to the questions in the rubric and make notes.
- Give Ss time to use their notes to write a short account of an imagined day spent with Kaid Ashton.
- Ask various Ss around the class to read their account of their imaginary experience to the class.

#### Suggested Answer Key

*During my day accompanying Kaid Ashton while he worked, I saw him take photographs of people in the most poverty-stricken parts of the city. We were in the poorest and most dangerous parts of Manila. We met many young children from the slums. Afterwards, we developed the photos and made them into posters. Then we went to the busy shopping streets where the designer boutiques were*

*and Kaid pasted prints of the photos onto the walls. Some places were difficult to reach, so I held onto him at times so he wouldn't fall. In the afternoon, I watched Kaid as he taught a group of poor children how to create art. He really wants to help these people have a better quality of life.*

## 4f Attractions

### Vocabulary & Reading

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

- Ask Ss to read the title of the article and look at the pictures.
- Elicit Ss' guesses in answer to the questions and then play the recording.
- Ss listen and read the text to find out.

#### Suggested Answer Key

*I think the purpose of this festival is to display unusual works of art in the desert. I think people can see large works of art at this festival. Perhaps, visitors can watch art being made and even take part in creating works of art, too.*

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

- Ask Ss to read the questions 1-6 and the possible answers and then give them time to read the text again and choose the correct answers.
- Check Ss' answers around the class and ask them to give reasons for their choices.

#### Answer Key

- 1 4 (my frustration gave way ... Ahead of us was ... hundreds of cars dressed up to look like whales, rabbits, steamboats)
- 2 4 (the desert landscape is transformed into a huge, dusty canvas for 50,000 participants ... who assemble their own unique pieces of artwork)
- 3 1 (motto 'leave no trace', leave the desert in its previously unspoilt condition)
- 4 3 (not a consumer society ... no money ... giving something away to a stranger later)
- 5 4 (were completely amazed by something different)
- 6 3 (if I had shaken off my fears and truly embraced the freedom of the week, I would be a better person now)

- Refer Ss to the **Check these words** box and explain/elicite the meanings of the words or ask Ss to use their dictionaries and look them up.

**Suggested Answer Key**

- spare (adj):** extra  
**reluctantly (adv):** without enthusiasm; unwillingly  
**jump at the chance (phr):** be eager about the opportunity to do sth  
**rough (adj):** approximate  
**makeshift (adj):** temporary and not well made  
**dismantled (adj):** taken apart; disassembled  
**trace (n):** sign  
**set alight (phr v):** to put sth on fire  
**summer solstice (phr):** when the sun is directly above the furthest point south of the equator that it ever reaches in the middle of the summer when there are the longest hours of daylight  
**cheer (v):** to shout happily  
**go up in flames (phr):** to become on fire and burn  
**embrace (v):** to accept sth enthusiastically

3 a) **Aim** To distinguish between commonly confused words

- Give Ss time to complete the task using their dictionaries if necessary.
- Check Ss' answers.

**Answer Key**

- 1 reluctantly      3 trace      5 moving  
 2 way              4 closing      6 gathered

b) **Aim** To consolidate new vocabulary

- Give Ss time to match the words in bold to the definitions in the list using their dictionaries to help them if necessary.
- Check Ss' answers around the class.

**Answer Key**

- reluctantly** = unwillingly      **set alight** = set on fire  
**assemble** = build              **bizarre** = strange  
**makeshift** = temporary      **stacked** = piled  
**dismantled** = taken apart    **shaken off** = got rid of  
**spotted** = saw                  **embraced** = adopted

**Grammar**

4 **Aim** To revise/practise mixed conditionals

Write on the board:  
*If he **worked** more, he **would have met** his deadline.*  
*If he **had invited** us, we **would go** to the event tonight.*  
 Elicit the tenses in each sentence (if + past simple → would have + pp, would + inf without to) Explain that these combinations are possible if the context permits it.  
 Refer Ss to the **Grammar Reference** section.  
 Read the example and give Ss time to complete the task.  
 Check Ss' answers and then elicit more examples from the text.

**Answer Key**

- If their mobile home hadn't broken down, they would be here now.
- If they had repaired the air-conditioning, they wouldn't feel hot now.
- If I spoke French, I would have understood what they were saying.
- If we had hired a mobile home, we wouldn't be sleeping in a tent.

**Suggested Answer Key**

If I were an adventurous person ... I would have jumped at the chance  
 If I had shaken off my fears ... I would be a different person now

5 **Aim** To revise/practise the unreal past

- Write on the board:  
 1 I wish I **were** more patient. (but I'm not)  
 2 If only I **had taken** your advice. (but I didn't)
- Ask Ss to identify the tenses in each sentence (past simple, past perfect) then elicit which sentence refers to the present (1) and which refers to the past (2).

Write on the board: *I wish you would stop talking so much.* Explain/Elicit that we use would in wishes to express a polite imperative or a desire for sth to change.

Refer Ss to the **Grammar Reference Section** for more details. Use the **Grammar Reference Section** to present other structures we use with Unreal Past.

- Ss do the exercise. Check Ss' answers.

**Answer Key**

- 1 was                      4 hadn't eaten      7 would come  
 2 had                      5 buy                  8 were  
 3 left                      6 learnt              9 hadn't told

**Suggested Answer Key**

I immediately wished I had my camera.  
 If only real life was that easy!

**Speaking & Writing**

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

- Ask Ss to listen and read the text again. Give Ss time to write a paragraph about what impressed them in the text.
- Ask Ss to read their paragraph to their partners and then ask some Ss to read out their paragraph to the class.

**Suggested Answer Key**

*I was impressed by the fact that the people create huge works of art in the desert. I was also impressed that when they leave, they leave the place exactly as they found it. I also thought it was impressive that*

# Module 4

the people at the festival don't use money and they give away free food and 'pay it forward'.

## 7 **Aim** To express a personal opinion

- Monitor the activity around the class and offer assistance as necessary.
- Ask various Ss around the class to share their answers with the rest of the class.

### **Suggested Answer Key**

*I think fashion plays a major role in teens' lives. People often judge by the looks and your clothes always matter. Moreover, fashion industry offers more and more choices for younger people, which makes many teens interested in fashion.*

## 4g Skills

### Vocabulary

## 1 **Aim** To introduce the topic and key vocabulary

Read the rubric and the example aloud and elicit answers from Ss around the class.

### **Suggested Answer Key**

*I usually listen to the radio or visit Internet news sites.  
I sometimes read newspapers and magazines to keep myself informed.  
I rarely watch the TV news.  
I also keep informed quite often just by speaking to people about current affairs.*

## 2 **Aim** To expand the topic

Read the rubric and the example aloud and elicit answers from Ss around the class.

### **Suggested Answer Key**

*I read a newspaper about once per week. I usually read the newspaper online because it's much easier than going to the shop to buy it. It is also more convenient and we don't waste paper. The newspaper I usually read online is a broadsheet. It is quite a serious paper, but I like it because it has good book and film reviews. It is a weekly paper that is published every Sunday.*

## 3 **Aim** To present/practise new vocabulary

- Explain the task and explain/elicit the meanings of any unknown words, then give Ss time to complete it.
- Read out the example and then elicit answers to the questions in the rubric from Ss around the class.

### **Answer Key**

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

### **Suggested Answer Key**

*Other newspaper sections include: Property, Classified Adverts, Editorial, Tourism and Technology. My favourite newspaper section is the Entertainment section because I like keeping up-to-date with the latest films showing in cinemas. I also like reading the Sports section and the International News because they provide good information for starting conversations with people. I never read the Business and Finance section of the newspaper because it seems a bit complicated to follow.*

### Speaking

## 4 a) **Aim** To identify the situation and find similarities/differences in photographs

- Direct Ss' attention to the photographs and ask Ss to describe them in pairs. Ss should identify the situation in each one and discuss their similarities/differences.
- Monitor the activity around the class and offer assistance as necessary.

### **Suggested Answer Key**

*A: Let's start with the situation. In Picture A, there's a young man leaning against a wall, reading a newspaper.  
B: In Picture B, a young woman is sitting by a lake or river, reading a book.  
A: We can talk about the similarities first. I think the most obvious is that both these people are reading printed matter. I mean they are looking at ink on paper, not a screen. Also, they are both dressed fairly casually.  
B: Yes. Another similarity is that they are both young people. Furthermore, I think both pictures are taken outside.  
A: What about the differences? I can see that the young man is reading a newspaper, not a book.  
B: Yes, whereas the young woman might be reading a novel, which requires more concentration. She looks more absorbed in her reading than the young man.  
A: I think the young man is not going to be reading for long, as he is standing up. Perhaps he's passing the time while waiting.  
B: I agree. The young woman has a coffee cup nearby, so she's probably more relaxed, and going to be spending longer on her reading. It's nice to read outside in the natural light, though it can be difficult to read the screens of most electronic devices.*

## b) **Aim** To compare photographs

- Ask Ss to compare the photographs in pairs and discuss why they think each person may be reading.
- Tell Ss to use the **Useful Language** box to help them.
- Monitor the activity around the class and offer assistance as necessary.

**Suggested Answer Key**

*I think the young man in Picture A is reading his newspaper while waiting for something. His attention isn't on the page in front of him, and he may be skimming the articles. He is dressed smartly but casually, so he might be at work and on a break. The young woman in Picture B is dressed more casually. She may be reading for pleasure, or she may be a student doing some of the required reading for her college course.*

**5** **Aim** To listen to a model answer

Play the recording. Ss listen and compare their answers to the one they hear and compare them.

**Suggested Answer Key**

*In some ways, this speaker's attempt is better than mine. She mentioned the type of newspaper, and also the cover of the book, and that it might be from a library. Also, she noticed that one person wears a watch and the other doesn't. This indicates if the people think their reading will be interrupted. The speaker also speculates about how they might have come to be reading. However, the speaker didn't say anything about reading outside in natural light, and how it's easier to read ink on paper than a gadget's screen. Also, she doesn't suggest that the young woman might be a student, and reading as part of her course of study.*

**Listening**

**6** **Aim** To listen for specific information

- Explain the task and ask Ss to read the rubrics.
- Play the recording. Ss listen and match the speakers to the rubrics.
- Check Ss' answers. You can play the recording again with pauses for Ss to check their answers.

**Answer Key**

Speaker A 6      Speaker C 5      Speaker E 3  
 Speaker B 2      Speaker D 4      extra

**4h** **Curricular: Design & Technology**

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

- Ask Ss to read the title, the introduction and the subheadings in the text and elicit Ss' guesses in answer to the question in the rubric.
- Play the recording. Ss listen and read the text and check if their guesses were correct.

**Suggested Answer Key**

*I think holography can be used to make videos appear in 3D. That means that TV and Internet images could appear in the middle of our living rooms instead of being flat images on screens. For music, holography could mean performances being projected without artists actually being present at concert venues. Finally, in fashion, holography could be used to make models and costumes appear on catwalks or in advertising as 3D images.*

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

- Ask Ss to read the sentence stubs 1-6 and then read the text again and complete the task.
- Check Ss' answers.

**Suggested Answer Key**

- 1 3D images appear on flat screens, whereas holographic images are projected to appear as real objects
- 2 the US Presidential Election in 2008 by CNN
- 3 users could touch a holographic screen and there would be no need for a mouse or a keyboard
- 4 the band members are cartoon characters
- 5 perform a sell-out tour and top the charts
- 6 Gujarat in India in 2012

- Refer Ss to the **Check these words** box and explain/ elicit the meanings of the words or ask Ss to use their dictionaries and look them up.

**Suggested Answer Key**

**laser projection (phr):** when a laser is used to make a film/ image appear on a screen or other object  
**presidential election (phr):** a political process to select a new president for a country  
**coverage (n):** the reporting of a particular event  
**news correspondent (n):** sb who reports the news  
**project (v):** to make an image/film appear on a wall/ screen or other surface  
**glimpse (v):** to see sth briefly  
**go on tour (phr):** to perform a series of concerts around a country/the world  
**updated (adj):** made more modern and effective  
**angled (adj):** placed at an angle, usually 45 degrees  
**life-like (adj):** seemingly real  
**sell-out (adj):** having sold all the tickets  
**top the charts (phr):** to be the number one bestseller in the music charts  
**broadcast (n):** a widely-transmitted TV, radio or multi-media programme  
**prime minister (n):** the most important member of Parliament; the leader of the ruling party  
**gadget (n):** a small electronic device

**BACKGROUND INFORMATION**

**Princess Leia** is a fictional female character in the *Star Wars* films.

**R2-D2** is a robot character in the *Star Wars* films.

**Star Wars** is a film series created by George Lucas. The events take place in a fictional galaxy.

**CNN (Cable News Network)** is a US cable news channel. It was founded in 1980 by Ted Turner and it offers 24-hour TV news coverage. Its headquarters are in Atlanta, Georgia.

**Tom Cruise** is an American actor, producer, writer and director. He was born on 3rd July, 1962 in Syracuse, New York, US. He has starred in many films including *Vanilla Sky*, *Minority Report*, *The Last Samurai*, *War of the Worlds*, etc.

**MTV Europe Music Awards (EMAs)** was established in 1994 to celebrate the most popular music videos in Europe. The awards are chosen by MTV viewers in Europe and presented annually.

**Gorillaz** is a virtual band founded by musician Damon Albarn and artist Jamie Hewlett. Many other musicians work with them to create the music and videos.

**Hatsune Miku** is a character created by Japanese company Crypton Future Media in 2007. The character sings pop songs and promotes products, events, and computer games. She looks like a 16-year old girl with long blue hair.

**Narendra Modi** (b. 1950, Gujarat) is an Indian politician and currently the prime minister of India. He is the leader of the BJP party.

**Gujarat** is a state in north-west India, with a coast on the Indian Ocean. It is known for its ancient history, the variety of its geography and biodiversity, and its economic strength.

**3 Aim** To consolidate new vocabulary

- Explain the task. Give Ss time to complete the task.
- Check Ss' answers around the class.

**Answer Key**

- |            |            |            |
|------------|------------|------------|
| 1 advanced | 3 news     | 5 top      |
| 2 flat     | 4 sell-out | 6 election |

**4 Aim** To consolidate new vocabulary

- Go through the words/phrases in the rubric and give Ss time to look through the text again and find synonyms.
- Check Ss' answers around the class.

**Answer Key**

- brief look* = *glimpse*  
*when you know* = *considering*  
*at the same time* = *simultaneously*  
*next* = *following*

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

Read the rubric aloud and elicit a variety of answers from Ss around the class.

**Suggested Answer Key**

*I found it interesting that a holographic pop star could perform a sell-out tour. It's also interesting to learn that holographic images can be used in politics and elections. Finally, I found it interesting that the Internet could one day be controlled using a holographic screen instead of a mouse or a keyboard.*

**6 Aim** To develop research skills/To give a presentation on how holography could change our lives

- Explain the task and ask Ss to work in pairs or small groups.
- Ask Ss to collect information from the Internet and then report back to the class.
- Alternatively, assign the task as HW and ask Ss to present their information in the next lesson.

**Suggested Answer Key**

*Holography will change our lives in the future because firstly, it will be used for all types of entertainment. Films, music concerts and computer games will all be able to appear in our living rooms, gardens or anywhere we can imagine. Holographic technology will also become interactive. This means that we will be able to change the holographic environment. This way we will be able to operate machines, use the Internet and even meet our friends without anyone leaving their house.*

**4i Writing**

**1 a) Aim** To analyse a rubric

- Ask Ss to read the rubric and then give them time to underline the key words.
- Check Ss' answers.

**Answer Key**

**Key words:** *magazine, computer games, reviews, write a review, favourite computer game, including information about the type of game, details about one or two features*

**b) Aim** To analyse the structure of a model essay

- Ask Ss to read the model and match the paragraphs to the elements in the rubric.
- Check Ss' answers.

**Answer Key**

the writer's recommendation – para 3  
 the features of the game – para 2  
 the name of the game – para 1  
 the writer's opinions about the game – para 3  
 the type of game – para 1

**2** **Aim** To replace adjectives/adverbs with suitable alternatives

- Explain the task and give Ss time to complete it.
- Ss compare their answers with their partners.

**Suggested Answer Key**

virtual – simulated  
 latest – newest  
 popular – well-liked  
 realistic – authentic  
 exciting – thrilling  
 precise – accurate  
 creative – inspired  
 dangerous – risky  
 individual – different  
 physical – bodily  
 tricky – complicated  
 unpredictable – surprising

**3** **Aim** To substitute adjectives for their antonyms

- Explain the task and explain/elicite the meanings of any unknown adjectives.
- Give Ss time to complete the task and then check Ss' answers around the class.

**Answer Key**

1 spacious	4 impressive	7 cheerful
2 modern	5 skilful	8 helpful
3 terrific	6 reasonably-priced	

**4** **Aim** To distinguish between words often confused and classify sentences by genre

- Explain the task and give Ss time to complete it.
- Check Ss' answers then elicit what genre of entertainment each sentence relates to.

**Answer Key**

1 characters, chapter, down – book  
 2 lyrics, tracks – music CD  
 3 graphics – video game  
 4 dishes, service – restaurant  
 5 plot, effects – film  
 6 stage – play  
 7 star-studded, cast – film  
 8 acts, twist – play

**5 a)** **Aim** To categorise topic-related vocabulary

- Ask Ss to copy the spidergrams into their notebooks and in closed pairs complete them with the headings in the list.
- Check Ss' answers.

**Answer Key**

film: action, horror, sci-fi, animated, fantasy, western  
 characters: supporting, lead role, well-developed, villain, hero, sidekick  
 special effects: spectacular, simplistic, imaginative, stunning  
 plot: fast-paced, dramatic, clever, dull, gripping

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

Read out the example and then elicit a variety of answers from Ss around the class.

**Suggested Answer Key**

'Indiana Jones' is an action film. Harrison Ford stars in the lead role as the film's hero, Indiana Jones. The film has got a fast-paced and gripping plot. It has got simplistic, but imaginative, special effects.

**6** **Aim** To identify a recommendation

Elicit the recommendation from the model review in Ex. 1.

**Answer Key**

This is a must-have for video game enthusiasts and sport fans alike, and I've been playing it non-stop!

**7** **Aim** To practise recommending

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

**Answer Key**

1 recommend	4 biggest hits
2 put it down	5 definitely watch
3 miss it	6 well worth seeing

**8** **Aim** To analyse a rubric and prepare for a writing task

- Ask Ss to read the rubric and underline the key words.
- Give Ss time to answer the questions and then check Ss' answers around the class.

**Answer Key**

**Key words:** English-language magazine, reviews, favourite film, Write your review, giving details about, plot, characters, why you like it, recommend it to other readers (150-180 words)



- 1 a review
- 2 readers of the magazine
- 3 semi-formal
- 4 mainly present tenses

9 a) **Aim** To listen and make notes

- Ask Ss to write the headings into their notebooks and make notes under each one.
- Play the recording. Ss listen and complete the task.

**Suggested Answer Key**

**name/type** – ‘The Amazing Spider-Man’, action film  
**main points of the plot** – Peter Parker is trying to discover why his parents disappeared. He finds a clue which leads him to his father’s old work colleague, Dr Curt Connors. Peter discovers his own powers and must prepare to face the villain The Lizard and become the hero.

**name of director** – Marc Webb

**lead actor** – Andrew Garfield

**setting** – New York City

**general comments** – spectacular special effects, gripping storyline, well-developed characters, superb performances, action-packed ending

**recommendation** – it’s a must-see

b) **Aim** To prepare for a writing task

- Explain that task and give Ss time to complete the sentences.
- Check Ss’ answers.

**Suggested Answer Key**

- 1 It’s an action film.
- 2 The film is directed by Marc Webb.
- 3 It stars Andrew Garfield in the lead role.
- 4 It is set in New York City.
- 5 It tells the story of Peter Parker as he learns that he’s got superpowers.
- 6 The story begins with Peter Parker as a high school student who is trying to discover why his parents disappeared.
- 7 The cast is superb.
- 8 The plot is absolutely gripping.
- 9 It has an action-packed ending and spectacular special effects.
- 10 I thoroughly recommend this film.

10 **Aim** To write a review

- Refer Ss to **Writing Bank 4** for information and practice on reviews.
- Give Ss time to write their review using their answers from Ex. 9 and the plan, then check Ss’ answers. Ask Ss to use language from the Useful language box in the Writing Bank.
- Alternatively, assign the task as HW and check Ss’ answers in the next lesson.

**Suggested Answer Key**

‘The Amazing Spider-Man’ is a fantastic action film based on a comic book character. It is directed by Marc Webb and it stars Andrew Garfield in the lead role. This exciting film is filled with action and spectacular special effects.

The film is set in New York City where a high school student, Peter Parker, is trying to discover why his parents disappeared. He finds a clue which leads him to his father’s old work colleague, Dr Curt Connors. At this time, Peter discovers his own powers and prepares to face the villain, ‘the Lizard’, and become the hero.

The film has a gripping storyline and well-developed characters. The whole cast give superb performances and the special effects are truly spectacular. This film has one of the most action-packed endings I’ve ever seen.

‘The Amazing Spider-Man’ lives up to its title. I thoroughly recommend this film to everyone. It’s a must-see.

**RNE Skills 4**

**Reading**

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

- Direct Ss’ attention to the picture and elicit Ss’ answers to the questions in the rubric.

**Suggested Answer Key**

I have seen living statues like that performing in the streets a few times before. I’m not sure what life would be like, but it must be hard for them to stay still for so long. I suppose they have to spend time practising to be still and they must take a lot of time to prepare their costumes, too.

2 **Aim** To read for specific information

- Explain the task and ask Ss to read the statements (1-8).
- Give Ss time to read the text and complete the task.
- Check Ss’ answers and ask them to give justifications for their choices.

**Answer Key**

1	1	3	3	5	2	7	1
2	2	4	1	6	2	8	3

**Writing & Speaking**

3 **Aim** To personalise a topic

- Ss prepare their answers.
- Invite various Ss to present their answers to the class.

**Suggested Answer Key**

hear: people, traffic

see: people, piece of pavement

*I could hear the people passing by and, in the distance, the traffic in the city centre. There was a cool breeze on my face. I fixed my eyes on a piece of pavement and tried not to blink. People were walking past; some stopped and stared, some gave money and some just ignored me. At one point, I had an itch on my arm, but I couldn't scratch it without moving. After ten long minutes, the itch went, but now my muscles were aching from the effort of not moving. Fifteen minutes later, I moved.*

**Writing**

4 **Aim** To write an email

- Ss prepare their answers.
- Ss exchange papers and check partner's work.

**Suggested Answer Key**

**Key words:** email, from, Alicia, What, traditional festivals, in your country, tell me, a festival you've been to, you prefer, music festival, food festival, answer 3 questions, 100-120 words, remember, rules, email writing

Dear Alicia,

Thanks for your email. You're very lucky to be going to the Edinburgh Festival this year.

We have lots of traditional festivals and celebrations in my country. We have International Women's Day, Maslenitsa for spring, Yablochniy Spas for apples and many more. One festival that I attended last years was White Nights in St Petersburg. It's a day when the sun shines for 24 hours and it was really amazing. I'd much prefer a music festival to a food festival as I'm crazy about rock music. Maybe you can come to Russia and we can go to a music festival together.

Write back soon,

Anna

**Text completion**

5 **Aim** To complete a text with derived words

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

**Answer Key**

- |                   |                      |
|-------------------|----------------------|
| 1 had not visited | 6 her                |
| 2 was wandering   | 7 was telling        |
| 3 best            | 8 had been exhibited |
| 4 reached         | 9 herself            |
| 5 could not       |                      |

**Word formation**

6 **Aim** To complete a text with derived words

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

**Answer Key**

- |           |              |           |
|-----------|--------------|-----------|
| 1 sight   | 3 kindness   | 5 daily   |
| 2 unhappy | 4 popularity | 6 finally |

**Listening**

7 **Aim** To complete the sentences

- Explain the task to Ss.
- Play the recording with pauses for Ss to listen.
- Elicit the right ending.

**Answer Key**

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

8 **Aim** To practise answering a telephone survey

- Explain the task.
- Allow Ss time to complete the task.
- Ask Ss to do the task in front of the class.

**Suggested Answer Key**

**Electronic Assistant:** Could you tell me your age, please?

**Student:** Yes, I'm fifteen years old.

**Electronic assistant:** How often do you go out in the evening?

**Student:** I suppose I go out two or three times a week. Normally, I go out on Friday or Saturday.

**Electronic Assistant:** What forms of entertainment are most popular with young people in your area?

**Student:** Young people in my area like going to the cinema and also watching sports, especially football and ice hockey. Some of my friends enjoy going skateboarding in the local skate park.

**Electronic Assistant:** Are there enough good entertainment venues in your area?

**Student:** I would say not. The cinema is a bit old and dirty, and some of the sports centres need to be renovated and improved. The skate park is good, though.

**Electronic Assistant:** Do you think it's important to have art galleries and museums in your area?

**Student:** Yes. I think they are not only interesting to visit, but having galleries and museums make

# Module 4

residents feel that they live in an area where culture and history are valued.

**Electronic Assistant:** What other entertainment or arts facilities would you like to have in your area?

**Student:** I would like to have a theatre in my area, and maybe a live music venue, too.

**Electronic Assistant:** This is the end of the survey. Thank you for your help.

## Language Review 4

### 1 **Aim** To practise phrasal verbs

- Direct Ss' attention to the diagram and give them time to complete the task.
- Check Ss' answers.

#### Answer Key

1 paid off      3 put off      5 dropped off  
2 called off      4 showing off      6 take off

### 2 **Aim** To practise prepositional phrases

- Give Ss time to do the task.
- Check Ss' answers.

#### Answer Key

1 in      3 in      5 with      7 of  
2 for      4 at      6 on

### 3 **Aim** To practise collocations

- Give Ss time to do the task.
- Check Ss' answers.

#### Answer Key

1 bare      4 natural      7 reluctantly  
2 freezing      5 to defy      8 consumer  
3 regional      6 to serve

### 4 **Aim** To practise word formation

- Give Ss time to do the task.
- Check Ss' answers on the board. As an extension ask Ss to think of as many derivatives as possible for each word in bold. e.g. *undemanding (adj)*, *unfit (adj)*, *fitting (adj)*, *(un)inspired (adj)*, *inspiring (adj)*, *expectancy (n)*, *expectation (n)*

#### Answer Key

1 demanding      3 inspiration      5 comedian  
2 fitness      4 marvellous      6 unexpected

### 5 **Aim** To practise words often confused

- Give Ss time to do the task. Ss can look up the words in their dictionaries.
- Check Ss' answers.

#### Answer Key

1 matches      2 goes with      3 suit      4 fit

**Aim** To read a memo and write a text on its basis

- Give Ss time to do the task,
- Check Ss' texts and then elicit corrections if needed.

## Russia 4

### Reading & Listening

#### 1 **Aim** To introduce the topic and stimulate interest

- Elicit answers to the question.
- Elicit various questions from Ss around the class and write three of them on the board.
- Play the recording.
- Ss check if the questions can be answered.

#### Suggested Answer Key

*I know Sokolniki Park has a lot of attractions and I've heard of the Ice Sculpture Museum, but I've never been there.*

1 When did the museum open?  
2 What can I see there?  
3 How do they stop the sculptures from melting?

*The text answers two questions, but doesn't say when the museum opened.*

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

- Give Ss time to read the text and complete the task.
- Check Ss' answers around the class.

#### Suggested Answer Key

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

- Refer Ss to the **Check these words** box and explain/elicit the meanings of the words or ask Ss to use their dictionaries and look them up.

#### Suggested Answer Key

**entrance fee (n):** money you pay to go into a place (concert, cinema, etc)

**cloak room (n):** a room in a public place (theatre, museum) where you can leave your coat, hat, etc

**hang up (phr v):** to suspend sth

**astonishing (adj):** surprising, amazing

**expo centre (n):** a place for exhibition or displaying goods

**chill out (phr v):** relax

**fossil (n):** a part of a skeleton/plant from prehistoric times

**mammoth (n):** an extinct animal that resembled an elephant

**light up (phr v):** to shine a light on sth

**slope (n):** the slanting side of a hill or mountain

**orchestra (n):** a group of musicians that play different instruments together

**slippery (adj):** being difficult to walk on like ice

**volunteer (n):** sb who offers their services without being paid for it

**well worth (phr):** being enjoyable or useful

**electric saw (n):** a tool for cutting wood, powered by electricity

**chisel (n):** a tool used to shape ice, stone, wood, etc

**masterpiece (n):** an exceptional piece of art

square hasn't always been the marvelous place it is now. It used to be a collection of rough huts where beggars and criminals lived. It hasn't always had the name Red Square either; it used to be called Trinity Square after a church. It's not called Red Square because of red architecture; the Russian word that now means 'red,' once meant 'beautiful.' The square is known for St Basil's Cathedral and the Kremlin, but nowadays it is also used for concerts, fashion shows and even circus acts.

**3** **Aim** To consolidate new vocabulary

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

**Suggested Answer Key**

**snug** – warm and cosy

**constant** – unchanging

**to suit every taste** – for everyone

**co-operated** – worked together

**battled** – fought

**sign up for** – enrol on

**Speaking & Writing**

**4** **Aim** To express an opinion/expand the topic

- Read out the rubric.
- Elicit various answers to the questions from Ss around the class.

**Suggested Answer Key**

*Yes, I would like to visit the ice museum because it seems like it would be a very interesting experience. The museum is totally unlike any other museum I have heard about or visited.*

*It is important to have museums because they show us things we do not see in daily life. They may display things from the past or from other countries; the Ice Sculpture Museum is like an art gallery, but with exhibits made from an unusual material.*

**5** **Aim** To write about a popular tourist attraction

- Give Ss time to collect information from the Internet, encyclopaedias, etc about a popular Russian tourist attraction and write about it.
- Ask various Ss to present the attraction to the class.
- Alternatively, assign the task as HW and ask Ss to give their presentations in the next lesson.

**Suggested Answer Key**

*Red Square is one of the most popular tourist attractions for the people visiting Moscow. The*

# Breakthroughs

## Topic

In this module, Ss will explore the topics of major breakthroughs in science and medicine, inventions, exploration and characteristics for success.

## Modular page

87

**Lesson Objectives:** Overview of the module, to listen for gist

**Vocabulary:** Major breakthroughs (*led, discovered, revolutionised, launched, unmanned, orbit, lit up, pioneered, supply, writing, unreadable, came across, work out, space exploration, medicine, technology, archaeology*)

## 5a Science

88-89

**Lesson Objectives:** To listen and read for gist, to read for specific information, to present/revise reported speech, to summarise a text

**Vocabulary:** Science (*microscopic robot, molecules of DNA, molecular biology, nanotechnology, medical applications, perform operations, miniature robot surgeons, spider-bot, allow treatments*); Verbs (*dub, detect, patrol, administer*); Phrasal verb (*carry out*); Nouns (*molecule, protein, strand, precision*); Adjective (*groundbreaking*); Phrases (*molecular level, attached to, medical applications, steady hand, invasive surgery*)

## 5b Big ideas

90-91

**Lesson Objectives:** To listen and read for gist, to read for specific information, to present/revise reported questions/orders & special introductory verbs, to act out an interview, to talk about success and inspirational people

**Vocabulary:** Verbs (*cure, lecture, chill*); Phrasal verb (*come up with*); Nouns (*cancer, nanoparticle, tumor, tissue, hammer, sweating, evaporation, cylinder, hygiene*); Adjectives (*overwhelming, wasteful, global*)

## 5c Culture Corner

92

**Lesson Objectives:** To read for gist, to read for cohesion & coherence, to give a presentation on an important observatory/science museum in your country

**Vocabulary:** Verbs (*circle, navigate*); Nouns (*observatory, time zone, courtyard, hemisphere, complex, planetarium*); Adjectives (*accurate, fixed, refracting*); Adverbs (*exactly, precisely, physically*)

## 5d Everyday English

93

**Lesson Objectives:** persuading someone to visit a place, to learn the intonation of showing interest, to act out a dialogue

## 5e Exploration

94-95

**Lesson Objectives:** To listen and read for gist, to read for specific information, to learn/revise the causative, to act out an interview

**Vocabulary:** Exploration (*ocean depths, cave diver, record breaker, oxygen tank, undersea world, strong currents, heated wetsuit, outer space*); Verbs (*threat, embrace*); Phrasal verb (*put someone off*); Nouns (*depths, expedition, iceberg, disturbance, air bubbles, crack, oxygen tank, current, handhold, multimedia presentation, heated wetsuit, mapping device*); Adjective (*rough*); Phrases (*make someone's name, head to, leap of faith*)

## 5f The road to success

96-97

**Lesson Objectives:** To listen and read for gist, to read for general comprehension, to learn/revise quantifiers & countable/uncountable nouns, to talk about quotations, to talk about Thomas Edison, to give a report on Thomas Edison

**Vocabulary:** Characteristics for success (*persistent, determined, creative, courageous, focused, hardworking, relaxed, risk-taker, organised, clever, optimistic, open-minded, ambitious, confident*); Verb (*flow*); Phrasal verb (*burn up*); Nouns (*genius, alkaline battery, projector, patent, failure, filament, skill, trick, nap, concentration*); Adjectives (*anew, inner*); Adverb (*undoubtedly*); Phrases (*push oneself, reach one's goals, set oneself a target, under pressure*)

## 5g Skills

98

**Lesson Objectives:** To talk about career success, to listen for specific information

**Vocabulary:** Background (*finances, qualifications/good education, relevant experience, influential friends & acquaintances, supportive family & friends*); People skills (*competitive spirit, ability to delegate, listening skills, sensitivity to others, popularity, teamwork skills, good communication skills*); Other personal qualities (*enjoy challenges, high intelligence, attractive appearance, self-motivation, ambition, determination, natural talent*)

### 5h Curricular: Design & Technology 99

**Lesson Objectives:** To read for gist, to read for lexicogrammatical correctness, to do an online test and report back

**Vocabulary:** Verb (*determine*); Nouns (*brain, organ, hunger, thirst, identity, skull, hemisphere, nerve fibre, logic, tendency, syntax, pathway*)

### 5i Writing 100-101

**Lesson Objectives:** To analyse a model story, to order events, to learn/practise adjectives/adverbs/verbs, to write a story

### RINE Skills 5 102-104

**Lesson Objectives:** To read for gist, to read for general comprehension, to listen for specific information, to talk about exploration, to practise word formation, to write an email, to read a text aloud

### Language in Use 5 105

**Lesson Objectives:** To practise phrasal verbs and prepositional phrases, to practise word formation, to consolidate vocabulary from the module

### Russia 5 107

**Lesson Objectives:** To listen and read for gist, to read for specific information, to present information about Star City and/or Russia's space programme

**Vocabulary:** Verbs (*train, undertake, simulate, rotate, spin, launch, dock*); Phrasal Verb (*blast off*); Nouns (*facility, pine forest, traffic jam, billboard, recreation, personnel, planetarium, capsule, jaw, gravity*); Phrase (*loaded with*)

## ►► What's in this module?

Read the title of the module *Breakthroughs* and ask Ss to suggest what they think the module will be about (*the module is about major breakthroughs in science and medicine, inventions, exploration and characteristics for success*). Go through the objectives box to stimulate Ss' interest in the module.

## Vocabulary

### 1 a) **Aim** To introduce new vocabulary

- Direct Ss' attention to the pictures and ask them to read the texts next to each one.
- Go through the words in the list and explain/ elicit the meanings of any unknown words.
- Give Ss time to complete the texts. Check Ss' answers.

#### Answer Key

A 1 *discovered* 2 *revolutionised* 3 *led*

B 1 *launched* 2 *unmanned* 3 *orbit*

C 1 *pioneered* 2 *supply* 3 *lit up*

D 1 *came across* 3 *work out*

2 *writing* 4 *unreadable*

### b) **Aim** To categorise topics

Explain/Elicit the meanings of the words in the rubric and then elicit which category the topic of each text is related to.

#### Answer Key

A *medicine*

C *technology*

B *space exploration*

D *archaeology*

## OVER TO YOU!

### **Aim** To talk about major breakthrough and express a personal opinion on the topic

Elicit answers to the questions in the rubric from various Ss around the class.

#### Suggested Answer Key

*I think the discovery of penicillin has had the biggest impact on our lives because antibiotics have saved millions of people from dying from simple infections since then.*

*It was a major breakthrough when man invented the wheel thousands of years ago as it paved the way for the development of vehicles, but also other things like the water wheel and the windmill, which gave humans a power source. It was a major breakthrough when the printing press was invented because it allowed many books to be printed quickly, making knowledge much more widely available and improving education.*

### BACKGROUND INFORMATION

**Alexander Fleming** (1881-1955) was a Scottish biologist and pharmacologist. He discovered penicillin in 1928.

**Nikola Tesla** (1856-1943) was a Serbian-American inventor, physicist, mechanical engineer and electrical engineer. His work helped form the basis for the invention of radio communication.

**Yuri Gagarin** (1934-1968) was a Soviet cosmonaut. He was the first human to journey into outer space (1961).

## 5a Science

### Vocabulary & Reading

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

- Go through the words/phrases in the list and explain/ elicit the meanings of them. Elicit Ss guesses as to what the text may be about.
- Play the recording. Ss listen and read and check.

#### Suggested Answer Key

*I think the text could be about microscopic robots that are partly made of DNA molecules. Through molecular biology and nanotechnology they can be used for medical applications. They could be used to perform operations like miniature robot surgeons and they may be called spider-bots. They could allow many treatments that are currently not possible.*

- 2 **Aim** To read for gist

- Ask Ss to read the headings 1-8. Ss skim the text looking for synonyms and choose the correct heading for each paragraph.
- Check Ss answers and ask them to justify them.

#### Answer Key

- A** 7 (A team of researchers from Columbia University ... colleagues in Arizona, California and Michigan.)  
**B** 6 (They can walk, turn right ... etc)  
**C** 1 (... are made of DNA molecules ...)  
**D** 8 (Researchers hope to be able to make the spiders walk faster and further.)  
**E** 5 (... which could one day lead to ... etc)  
**F** 2 (... would like to see stricter rules apply.)  
**G** 3 (Billions of dollars are being invested ...)

Refer Ss to the **Check these words** box and explain/ elicit the meanings of the words or ask Ss to use their dictionaries and look them up.

#### Suggested Answer Key

**molecule (n):** a microscopic unit of a substance

**dub (v):** to call sth by a new name

**groundbreaking (adj):** new and likely to effect the future; innovative

**detect (v):** to find; to identify the existence of sth

**molecular level (phr):** at the level of the molecules of sth

**protein (n):** highly complex substance present in all living organisms

**strand (n):** a thin fibre

**attached to (pp):** connected to sth

**medical applications (phr):** ways sth may be used in medicine

**patrol (v):** to move around a place protecting it

**administer (v):** to give (of a medicine/treatment)

**carry out (phr v):** to perform a task

**steady hand (phr):** to have hands that do not shake when performing a delicate task

**precision (n):** accuracy

**invasive surgery (phr):** an operation that involves cutting open the body

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

- Ask Ss to read questions 1-6 and find the key words. Ss read the text again and choose the correct answers
- Check Ss answers and ask them to justify them.

#### Answer Key

- 1 D (Microscopic robot)  
 2 A (... understand its surroundings, make decisions and move automatically ...)  
 3 B (... a possible walking distance of around 100 nanometres.)  
 4 A (... miniature robot surgeons protecting the insides of their bodies ...)  
 5 C (... would like further tests to be carried out ...)  
 6 C (... will allow treatments to be given that are currently impossible.)

- 4 **Aim** To consolidate new vocabulary

Give Ss time to match the words in the list to the gaps in the sentences using their dictionaries to help them if necessary.

Check Ss' answers around the class.

#### Answer Key

- 1 environment    3 developed    5 commands  
 2 device    4 applications    6 chips

### Grammar

- 5 **Aim** To revise/practise reported speech

- Explain the task and read out the example. Explain how tenses and pronouns change from Direct to Reported Speech.

- Refer Ss to the **Grammar Reference** section for more details.
- Give Ss time to complete the task and then check Ss' answers round the class.

**Answer Key**

- 2 *Josie told me that she had just found a job working in a science lab.*
- 3 *He said that they would soon have enough money to buy a more powerful computer.*
- 4 *Tom told me that he was going to watch Frankenstein on DVD that night.*
- 5 *She said that Philip was very interested in science.*
- 6 *Tony said that Sally worked for a company that designed robots.*
- 7 *She told me that she had read an article about artificial intelligence the other day.*

**Speaking & Writing**

- 6 **Aim** To identify the main idea/To summarise a text

- Give Ss time to look through the text again and find the main idea in each paragraph. Ask Ss to make notes and then give Ss time to use their notes to summarise the text. Remind Ss that they should use their own words while writing the summary as much as possible.
- Ask various Ss around the class to read their summary to the rest of the class.

**Suggested Answer Key**

- A: *microscopic robot ... created by a team of researchers in USA ... called nanospider ... crawls along molecules of DNA*  
 B: *It can walk, turn and create its own products.*  
 C: *made of DNA molecules*  
 D: *they can walk 100 nanometres, researchers trying to improve this*  
 E: *Nanotechnology could be very important in the future... medical applications*  
 F: *Some worried about safety of nanotechnology*  
 G: *Billions of dollars being spent on nanotechnology around the world...in the future nanorobots may perform surgeries impossible today*

A microscopic robot was recently created by a team of researchers in the USA. They call it a nanospider and it can crawl along molecules of DNA. It can walk and turn and make its own products. It is made of DNA molecules. So far, it can walk 100 nanometres but researchers are trying to make it walk longer distances. Nanotechnology seems to be very useful and may have a lot of medical applications. Some people are concerned about how safe nanotechnology is. A lot of money is spent on nanotechnology and in the future scientists believe nano-robots may be able to operate on people.

**5b Big ideas**

**Reading & Vocabulary**

- 1 **Aim** To introduce the topic, predict the content of the text and listen and read for gist
- Explain what 'bright spark' means (*an intelligent person*) and ask Ss to read the introduction of the text, look at the pictures and read the title.
  - Elicit Ss' guesses as to what each person may have done.
  - Play the recording. Ss listen and read the text and find out.

**Suggested Answer Key**

*I think that all of these people can be described as bright sparks because they had great ideas. I think Angela Zhang must have discovered something really important, Emily Cummins must have invented something really useful and Derreck Kayongo must have done something that really helped a community.*

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

- Ask Ss to read the questions 1-15 and then read the text again and match them to the people A-D.
- Ask Ss to compare their answers with their partners. Check Ss' answers.

**Answer Key**

- |     |     |     |     |        |
|-----|-----|-----|-----|--------|
| 1 B | 3 C | 5 A | 7 B | 9 A/C  |
| 2 A | 4 A | 6 B | 8 B | 10 A/C |

Refer Ss to the **Check these words** box and explain/ elicit the meanings of the words or ask Ss to use their dictionaries and look them up.

**Suggested Answer Key**

- cure (v):** to heal/make sb better from an illness/disease  
**cancer (n):** a serious illness where cells in the body become abnormal  
**nanoparticle (n):** a very small piece of material  
**tumor (n):** an abnormal growth in the body caused by cancer  
**tissue (n):** a group of connected cells  
**overwhelming (adj):** intense  
**hammer (n):** a hand tool for hitting nails into wood  
**come up with (phr v):** to think of an idea  
**sweating (n):** the process of perspiring  
**evaporation (n):** the process whereby a liquid turns to gas because of heat  
**cylinder (n):** a tube with circular ends and long straight sides, often used as a container  
**wasteful (adj):** throwing things away that could be used  
**hygiene (n):** cleanliness



*chill (v): to make sth cold*  
*global (adj): international*

**3** **Aim** To consolidate new vocabulary

- Explain the task and go through the list of words in the rubric and give Ss time to match them to the words in bold in the text.
- Tell Ss they may use their dictionaries if necessary.
- Check Ss' answers.

**Answer Key**

*stunned = shocked*

*decode = solve*

*promising = likely to be successful*

*portable = easily moved*

*potential = capability*

*sanitise = clean/disinfect*

**4** **Aim** To consolidate new vocabulary

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

**Answer Key**

- |              |             |          |
|--------------|-------------|----------|
| 1 evaporates | 3 tissue    | 5 cross  |
| 2 tumors     | 4 rejection | 6 donate |

**Grammar**

**5 a)** **Aim** To revise/practise reported questions/orders & special introductory verbs

- Quickly revise the grammar structures. Refer Ss to the **Grammar Reference** section for the theory to help them if necessary.
- Give Ss time to complete the task.
- Check Ss' answers.

**Answer Key**

- 1 He asked her if he could buy those cards.
- 2 He apologised for not having called her.
- 3 Sally told Mike not to throw it away.
- 4 She asked him where he had got it from.
- 5 He reminded him/her/them to hand in his/her/their essay the next day.
- 6 He ordered us to stop shouting.
- 7 She suggested watching/that we watch 'Beat the Boss'.
- 8 He refused to give up.

**b)** **Aim** To practise reported speech

- Explain the task and give Ss time to find the direct speech in the text and rewrite it in reported speech.
- Check Ss' answers around the class.

**Suggested Answer Key**

"But then I found that it almost became like a puzzle, being able to decode something," she added. – She added that she had found that it had almost become like a puzzle having been able to decode something.

"The simplest method of cooling something can be seen when you look at how we cool biologically – through sweating and evaporation," Emily said.

Emily said that the simplest method of cooling something could be seen when you looked at how we cooled biologically – through sweating or evaporation.

"We sanitise them first," he explained, "then heat them at very high temperatures, chill them and cut them into final bars. It's a very simple process, but a lot of hard work." – He explained that they sanitised them first, then heated them at very high temperatures, chilled them and cut them into final bars. He added that it was a very simple process, but a lot of hard work.

**Speaking & Writing**

**6** **Aim** To act out an interview

- Explain the task and ask Ss to take roles of an interviewer and one of the people A-D and think of questions and answers based on the information in the text. You can elicit various questions from Ss and write them on the board for Ss to use them (See questions in the Suggested Answer Key).
- Ss take turns to act out their interviews in front of the class.

**Suggested Answer Key**

**Electronic assistant:** Could you tell me your age, please?

**Student:** Yes, I will be 17 years old at the end of next month. So I'm still just 16.

**Electronic assistant:** How important is it to follow scientific developments in the news or other media?

**Student:** I think it's very important that people understand science and are aware of new breakthroughs.

**Electronic assistant:** How would you feel about going to lectures on scientific breakthroughs?

**Student:** I would find that extremely interesting if it was a proper expert. Sometimes I find journalists can write badly about science so a lecture would be much better.

**Electronic assistant:** What do you think about local museums efforts to educate the public about science?

**Student:** I definitely think it has improved in recent years. Now there is more information on exhibits and there is much more interactive material in museums.

**Electronic assistant:** What more do you think local authorities can do to encourage people to be interested in science?

**Student:** I think you need to make people understand that science can be fun. A science festival where everyone can join in in activities would be brilliant.

**Electronic assistant:** What kind of interest would local people have in finding out more about science in your area?

**Student:** I think that if people have good information made available they are more likely to be interested in finding out more about science.

**Electronic assistant:** That is the end of the survey. Thank you very much for your assistance.

7 **Aim** To find information and present it

- Give Ss time to find the information on the Internet.
- Ask various Ss to present their findings to the class.
- Alternatively, assign the task as HW and ask Ss to present their findings in the next lesson.

## 5c Culture Corner

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

- Elicit what, if anything Ss known about the Royal Observatory in Greenwich. Then elicit questions from Ss around the class and write two of them on the board. (*Where is the Royal Observatory? What can one do there? What can one see there?* etc)
- Give Ss time to read the text and elicit answers to the questions.

**Suggested Answer Key**

*I know that the Royal Observatory is in Greenwich, London, England and that it has something to do with the stars and planets.*

*What is the observatory most famous for?*

*It is famous for being the place where time begins.*

*What can visitors see and do there?*

*Visitors can touch the prime meridian and stand over it with one foot in each of the world's hemispheres.*

*They can also visit London's only planetarium.*

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

- Ask Ss to read the text again and choose the correct word for each gap 1-12.
- Play the recording. Ss listen and check their answers.

**Answer Key**

- |                  |                    |
|------------------|--------------------|
| 1 was calculated | 6 were not/weren't |
| 2 touched        | 7 divides          |
| 3 to solve       | 8 standing         |
| 4 their          | 9 largest          |
| 5 had travelled  |                    |

- Refer Ss to the **Check these words** box and explain/elicite the meanings of the words or ask Ss to use their dictionaries and look them up.

**Suggested Answer Key**

**observatory (n):** a building which scientists use to watch the stars

**accurate (adj):** very exact or precise

**exactly (adv):** completely correct

**precisely (adv):** accurately

**circle (v):** to go around sth

**physically (adv):** relating to the body

**courtyard (n):** a paved open area surrounded by buildings

**navigate (v):** to find your way with a map; to sail

**fixed (adj):** arranged or decided and not able to be changed

**hemisphere (n):** one of two halves of the Earth

**planetarium (n):** a building where people can learn about the planets and the stars by watching moving images of the sky at night using a special machine

**refracting (adj):** causing light to change direction or separate when it travels through a lens

3 **Aim** To consolidate new vocabulary

- Explain the task and go through the list of words in the rubric and give Ss time to match them to the words in bold in the text.
- Tell Ss they may use their dictionaries if necessary.
- Check Ss' answers.

**Answer Key**

**imaginary** = not real

**tricky** = difficult

**navigate** = sail/steer

**pinpoint** = find the exact position of

**brilliant** = very intelligent

**Suggested Answer Key**

All time zones in the world are **calculated** from the prime meridian in Greenwich.

The prime meridian is an **imaginary** line that divides the globe into two hemispheres.

The Royal Observatory was set up to solve a **tricky** problem; sailors needed to know what the exact time was to **navigate** their way around the world and **pinpoint** where they were.

**Brilliant** scientists came up with the idea of the prime meridian.

4 **Aim** To consolidate new vocabulary through antonyms

- Go through the list of words in the rubric and give Ss time to match them to their antonyms in the text.
- Tell Ss they may use their dictionaries if necessary.
- Check Ss' answers.

**Answer Key**

unknown – famous

real – imaginary

easy – tricky

spread – gathered

changeable – fixed

rarely – often

tiniest – largest

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

Ask various Ss around the class to say three things they have learnt from the text.

**Suggested Answer Key**

*I learnt that all world time is calculated from the prime meridian, an imaginary line at the Royal Observatory in Greenwich, London. I learnt that the Royal Observatory was set up in 1675 because sailors needed to know the exact time to navigate around the world. I also learnt that the meridian divides the globe into two hemispheres.*

6 **Aim** To develop research skills/To give a presentation about an important observatory/science museum in your country

- Explain the task and give Ss time to look up all the necessary information on the Internet. Then ask various Ss to present their information to the class.
- Alternatively, assign the task as HW and ask Ss to give their presentation in the next lesson.

**Suggested Answer Key**

*The NEMO Science Museum in Amsterdam is situated on top of the River IJ car tunnel and it's a fantastic 'hands-on' science and technology museum that is very popular with both children and adults. The remarkable museum, which is built in the shape of a green ship's hull, was designed by the famous Italian architect Renzo Piano and opened in 1997. There are many interesting exhibits spread out over 4 'decks' covering areas such as DNA, electricity, the human brain, computers and the origins of life. In addition, visitors can watch entertaining shows and demonstrations. In the summer it's even possible to climb up to the roof deck café and relax in a deckchair!*

5d **Everyday English**1 **Aim** To read for gist and express an opinion

- Ask Ss to read the adverts quickly and say what place each one is for.
- Then elicit which one they would prefer to visit and why.

**Answer Key**

*Advert A is for the London Planetarium, a place where you can see images from spacecraft and telescopes. Advert B is for the Science Museum in London with all sorts of exhibits and an IMAX cinema.*

**Suggested Answer Key**

*I would prefer to visit the planetarium because it sounds like something completely different. I think it would be amazing to see real images from space and also to do things like landing on Mars.*

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

- Play the recording with pauses for Ss to listen and repeat chorally and/or individually.
- Pay attention to Ss' intonation and pronunciation.

b) **Aim** To listen and read for gist

- Elicit Ss' guesses as to what the dialogue is about.
- Play the recording for Ss to listen and read and find out.

**Answer Key**

*I think the dialogue is about someone trying to persuade their friend to visit the planetarium.*

3 **Aim** To identify synonymous phrases in a dialogue

- Read through the sentences and ask Ss to identify the ones with a similar meaning in the dialogue.
- Check Ss' answers.

**Answer Key**

*Why do you think it's so extraordinary? – What's so special about it?*

*You're joking! – You're kidding!*

*I think that seems good. – Actually, I do like the sound of that.*

*Oh, please! – Oh, come on!*

*I think I'll like it. – Well, I suppose it might be fun.*

**Intonation**4 **Aim** To present/practise intonation when showing interest

- Play the recording with pauses for Ss to listen and repeat chorally and/or individually.
- Pay attention to Ss' intonation and pronunciation.
- Choose two Ss to read out the example. Ask Ss to work in pairs and act out similar exchanges using the prompts.
- Monitor the activity around the class and then ask various pairs to act out their exchanges in front of the class.

**Suggested Answer Key**

*A: Why don't we go to the Blue John Canyon on Saturday?*

*B: What's so special about it?*

- A: *It's got caves with beautiful minerals.*  
 B: *I like the sound of that.*
- A: *Why don't we go to the Natural History Museum next week?*  
 B: *Is it worth going?*  
 A: *Yes, it's got a dinosaur exhibition and a wildlife garden.*  
 B: *You've convinced me.*

**Speaking**

5 **Aim** To role play a dialogue persuading someone to visit a place

- Explain the situation. Ss work in pairs and act out a dialogue using the advert and the sentences in Ex. 2 to help them. Ss can use the diagram as a guide.
- Monitor the activity around the class and then ask various pairs to act out their dialogues in front of the class.

**Suggested Answer Key**

- A: *Hey, look at this advert for the Science Museum in London. It sounds fantastic! Why don't we go on Sunday?*  
 B: *The Science Museum? What's so special about it?*  
 A: *Well, it's got lots of interactive exhibits on things like medicine, computing and space.*  
 B: *Hmm ... I'm not so interested in science.*  
 A: *You're kidding! It says here that there are also science shows, an IMAX cinema and a flight simulator.*  
 B: *Really? Actually, I do like the sound of that. I like the idea of the flight simulator.*  
 A: *Me, too. Oh, come on! You'll enjoy it when you get there.*  
 B: *Well, how much are the tickets?*  
 A: *It's free to get in.*  
 B: *OK then. Let's go!*

**5e Exploration**

**Vocabulary & Reading**

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

- Explain the task and give Ss time to complete it.
- Play the recording. Ss check their answers. Explain any unknown words.

**Answer Key**

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

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

- Ask Ss to read the title of the text and the first two sentences.
- Elicit Ss' guesses in answer to the question in the rubric.
- Play the recording. Ss listen and follow the text in their books and find out.

**Suggested Answer Key**

*I think that Jill Heinerth dives into the ocean depths and explores caves that no one else has ever been to before.*

**BACKGROUND INFORMATION**

Ernest Shackleton (1874-1922) was an Irish explorer. He is known for his polar expeditions.

3 **Aim** To read for specific information

- Ask Ss to read the questions 1-6 and the possible answers.
- Give Ss time to read the text again and complete the task.
- Check Ss' answers and ask them to justify them.

**Answer Key**

- B (one of world's top cave divers; had her photos published worldwide; won awards for her documentaries; got the world record for distance travelled underground; first woman to cave dive in Antarctic)
  - D (even though she didn't know if there were any (caves) there)
  - A ("We found a dazzling world of sea stars and other curious creatures.")
  - D (it was only later that she found out that a piece of ice had crashed into the entrance to the cave. If she had been near, she would have been killed ... were trapped by strong currents and only managed to escape by ... Just two hours later, the iceberg shattered)
  - C (Jill freely embraces her fear ... we mustn't avoid doing things that frighten and challenge us ... if you don't chase fear, then you'll be running away from it for the rest of your life)
  - B (her work may affect future space missions ... One day NASA hopes to send ... 3D mapping device to the underwater caves of Europa, one of the moons of Jupiter)
- Refer Ss to the **Check these words** box and explain/ elicit the meanings of the words or ask Ss to use their dictionaries and look them up.

**Suggested Answer Key**

**depths (n):** a long way down under the sea/ocean  
**expedition (n):** a difficult journey to perform a specific task e.g. to discover sth

**make someone's name (phr):** to give sb a reputation for sth

**head to (v):** to set off towards a place

**iceberg (n):** a huge piece of floating ice in the sea

**leap of faith (phr):** an action that involves believing sth that is not easy to believe

**disturbance (n):** trouble

**air bubbles (phr):** small balls of air in liquid

**rough (adj):** not smooth; difficult

**crack (n):** a narrow opening between two parts of sth  
**oxygen tank (phr):** a container filled with breathable gas for a diver to use

**threat (n):** danger

**current (n):** the force of moving water

**handhold (n):** a part of sth that protrudes or has a hole so you can use it to hold onto

**put someone off (phr v):** to deter sb from doing sth

**embrace (v):** to accept sth enthusiastically

**multimedia presentation (phr):** a presentation using images, sound, video, etc

**heated wetsuit (phr):** a suit for use in the water that has an inbuilt system for keeping the body warm

**mapping device (phr):** a gadget that can generate maps of unexplored places

4 **Aim** To consolidate new vocabulary

- Give Ss time to match the words in the rubric to the words in bold in the text.
- Tell Ss they may use their dictionaries if necessary.
- Check Ss' answers.

**Answer Key**

**following in the footsteps of** = doing the same things as

**diverse** = varied

**dazzling** = impressive/beautiful

**trapped** = unable to escape

**massive** = huge

**embraces** = accepts

**exhale** = breathe out

**have the best of both worlds** = enjoy two different opportunities

5 **Aim** To consolidate new vocabulary

- Direct Ss' attention to the words in the list and explain/ elicit their meanings.
- Give Ss time to use them to complete the sentences and then check Ss' answers.

**Answer Key**

- 1 descend(ed)    3 crashed into    5 floated  
 2 plunged into    4 collapsed    6 shattered

**Grammar**

6 a) **Aim** To present/revise the causative

- Direct Ss' attention to the pictures and read out the examples. Elicit when we use the causative.

- Refer Ss to the **Grammar Reference** section to help them if necessary.
- Elicit an example in the text.

**Answer Key**

We use the causative when we have arranged for someone else to do something for us.

Example in text: She has had her stunning photographs published worldwide. (l. 4-5)

b) **Aim** To practise the causative

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

**Answer Key**

- 2 Jill has had her equipment checked.  
 3 She will have her new diving mask delivered tomorrow.  
 4 Greg had his swollen ankle examined by the doctor.  
 5 Nick is having his wetsuit repaired.

**Speaking & Writing**

7 **Aim** To act out an interview

- Explain the situation and ask Ss to work in pairs and choose roles.
- Ss work together and think of questions and answers.
- Ss then act out their interviews in pairs.
- Monitor the activity around the class and then ask some pairs to act out their interviews in front of the class.

**5f The road to success**

**Vocabulary**

1 **Aim** To present key vocabulary

- Play the recording with pauses for Ss to repeat chorally and/or individually.
- Ask Ss to read the list of words/phrases and explain/ elicit the meanings of any unknown ones and then match some of them to the definitions.
- Choose two Ss to read the example aloud. Ask Ss to discuss in pairs the importance of each characteristic in helping someone to become successful.

**Answer Key**

**single-minded** = focused

**doesn't give up** = persistent

**brave** = courageous

**willing to accept ideas/suggestions** = open-minded

**looks at the positive** = optimistic

**really wants to be successful** = ambitious

won't let anything stop him/her doing sth = determined

**Suggested Answer Key**

- A: I believe that it's really important to be determined and persistent if you want to achieve something because if you don't give up, you will succeed in the end.
- B: I agree. I also think it's important to be courageous because there are many risks involved when you are trying hard to achieve something; if you want to start a business for instance.
- A: That's right. So it's important to be a risk-taker, too.
- B: Yes. Do you think it's important to be relaxed, too?
- A: I'm not sure about that. If you're too relaxed, you'll never achieve anything!
- B: That's true, but on the other hand stress can be really unhelpful.
- A: I agree. Still, I believe we often think more clearly when we're relaxed.
- B: Maybe. I think you have to be really organised to succeed.
- A: Hmm ... That depends on what you want to achieve. Creativity is more important for some life goals.
- B: That's true, and the same for being clever. Some people weren't top of the class at school, but they are still successful. I think ambition, optimism and determination are the most important characteristics. What do you think?
- A: I agree. A positive attitude helps a lot, and if you have ambition you are usually really determined.
- B: The same goes for confidence. If you believe you can achieve something, I think you probably will eventually.
- A: I think so, too.

2 a) **Aim** To introduce the topic of the text

Elicit what, if anything, Ss know about Thomas Edison.

**Suggested Answer Key**

I know that Thomas Edison was an American inventor who was born in the 19th century. He is best known for inventing a working light bulb.

b) **Aim** To read for gist

- Read the quotation aloud and elicit what Ss can infer about his personality from it.
- Play the recording.
- Ss listen and follow the text in their books and check.

**Suggested Answer Key**

I think that Thomas Edison must have been an extremely clever person. I also think he must have believed in working really hard to achieve your dreams.

3 a) **Aim** To read for comprehension

- Ask Ss to read the headings A-H and give them time to read the text again and match them to the paragraphs.
- Check Ss' answers.

**Answer Key**

- A 6 (Incredibly, by the end of his life he held 1,093 patents and he is responsible for more inventions than any other inventor in history)
- B 3 (Would you believe, though, that as a child his teacher told his mother that he was too slow to learn)
- C 7 ("Many of life's failures are people who do not realize how close they were to success when they gave up.")
- D 1 (If you want to write a book, aim to write a chapter every day.)
- E 8 (Scientists now agree that relaxation and short naps can improve our concentration and creativity.)
- F 4 (... historians have so far discovered around 4 million pages of Edison's notes....)
- G 5 (So, what are you waiting for. Tap into your inner genius and get busy achieving your dreams)

**Suggested Answer Key**

- genius (n):** sb with a very great and rare natural ability or skill, especially in science or art
- alkaline battery (phr):** device that produces electricity to provide power for machines and gadgets without using acid
- projector (n):** a machine for showing films/images on a screen/surface
- patent (n):** the right to make/sell an invention for a number of years
- undoubtedly (adv):** without a doubt
- failure (n):** when sb/sth does not succeed; loss
- filament (n):** the part inside a light bulb that heats up and gives off light
- burn up (phr v):** to be destroyed by fire
- anew (adj):** all over again from the start
- push oneself (phr):** to encourage oneself to continue to try hard/succeed
- reach one's goals (phr):** to succeed in doing what you set out to do
- set oneself a target (phr):** to aim to achieve a fixed goal
- skill (n):** an ability to do an activity or job well
- trick (n):** an effective or quick way to do sth
- under pressure (phr):** having stress or worry
- nap (n):** a short sleep during the day
- concentration (n):** thinking carefully about sth
- flow (n):** to move in one direction smoothly and continuously
- inner (adj):** relating to the inside of sth

b) **Aim** To identify the author's purpose

Read the rubric aloud and elicit answers with reasons from Ss around the class.

**Suggested Answer Key**

The author's purpose in writing this article was to persuade the reader to believe in something and do their best to make it come true. By using Thomas Edison's life as an example, the writer is trying to persuade the reader that they should work hard and be persistent in order to achieve their dreams in life.

**Grammar**4 **Aim** To revise quantifiers and countable/uncountable nouns

- Give Ss time to complete the task. Refer Ss to the **Grammar Reference** section for details. Then elicit examples in the text.
- Elicit which of the words in bold we use with countable/uncountable nouns/both.

**Answer Key**

- |              |             |                    |
|--------------|-------------|--------------------|
| 1 none       | 6 All       | 11 a great deal of |
| 2 a little   | 7 Both      | 12 either          |
| 3 much       | 8 Few, many | 13 any             |
| 4 hardly any | 9 several   |                    |
| 5 a lot of   | 10 many     |                    |

**Suggested Answer Key**

**Examples in the text:** Most people, many more things, many of his inventions, we all, a few tips, Many of life's failures, All our mistakes, under a little pressure, you'll be amazed by how much, with several small metal balls, many new ideas

**countable nouns:** every, a few, few, many, several

**uncountable nouns:** a little, much, little

**both:** none, a small amount of, hardly any, a lot of, all, either, both, a great deal of, or, any

5 **Aim** To distinguish between commonly confused words

- Give Ss time to complete the task using their dictionaries if necessary.
- Check Ss' answers.

**Answer Key**

- |                |                  |      |
|----------------|------------------|------|
| 1 practical    | 4 contributed to | 7 on |
| 2 long-lasting | 5 out            |      |
| 3 reach        | 6 fell, deep     |      |

6 **Aim** To consolidate new vocabulary

- Explain the task and go through the list of words in the rubric and give Ss time to match them to the words in bold in the text.
- Tell Ss they may use their dictionaries if necessary.

- Check Ss' answers.

**Answer Key**

**had a hand in** = participated in

**give up** = stop trying

**stepping stones** = a way to make progress

**intolerant of** = not willing to accept/put up with

**try taking a leaf out of Edison's book** = behave the same way as Edison

**effective** = successful

**drift off to sleep** = slowly fall asleep

**scribble down** = write down quickly

**stuck on** = unable to do

**wander** = move from topic to topic

**tap into** = make use of

7 **Aim** To analyse quotations

- Ask Ss to read Edison's quotations in the text again and explain them.
- Then ask various Ss around the class to say which ones are the most inspirational and why.

**Suggested Answer Key**

"Genius is 1% inspiration and 99% perspiration." – To achieve something truly amazing requires a good idea or a small amount of creativity, but mostly it's down to a lot of hard work.

"Many of life's failures are people who did not realise how close they were to success when they gave up." – People often fail in life because they give up too soon.

"There is great value in disaster. All our mistakes are burned up and we can start anew." – Disasters aren't necessarily bad. They erase your mistakes and you have the chance to start again.

I find the first quote the most inspirational because it suggests that everyone has the potential to achieve something really great if they are willing to put in the effort.

8 **Aim** To develop critical thinking skills/To analyse Edison's success and express personal goals

- Read the rubric aloud and give Ss time to think of their answers and then write a few sentences.
- Ask various Ss around the class to read out their sentences to the rest of the class.

**Suggested Answer Key**

Thomas Edison was a genius, but his success came because he never gave up trying. Even after failing many times, he tried to see his failures in a positive way. He also worked extremely hard and set targets for himself. He understood the importance of relaxing to improve his concentration and creativity. Finally, he kept journals in which he wrote down all his ideas. All this inspires me to feel more confident about being able to achieve my dreams in life because Edison clearly believed that everyone is capable of reaching their goals.

**9** **Aim** To develop research skills/To give a presentation on Thomas Edison

- Explain the task and give Ss time to find out more information about Edison on the Internet.
- Ask various Ss to report back to the class.
- Alternatively, assign the task as HW and ask Ss to present their information in the next lesson.

**Suggested Answer Key**

*Thomas Edison was a very curious as a child and was always asking questions. He was a poor student, however, as his mind often wandered. He built his first lab at the age of only 10 and used all his spare money to buy chemicals for experiments. Around the age of 12, Edison lost almost all his hearing, but he saw it as an advantage as it helped him concentrate on his experiments better. In 1869, when Edison was only 22, he got his first patent for a vote-recording machine. Unfortunately, it was never used, so from that point on, Edison only invented something if there was a need for it. Edison had various jobs during his early life such as a telegraph operator and a printing machine mechanic. Then he set up an 'invention factory' in New Jersey. He said, "I never quit until I get what I'm after. Negative results are just what I'm after. They are just as valuable to me as positive results." Edison worked long hours and expected a lot from his employees.*

**5g Skills**

**Vocabulary & Speaking**

**1** **Aim** To introduce the topic, present key vocabulary and generate topic-related vocabulary

- Play the recording with pauses for Ss to listen and repeat chorally and/or individually.
- Pay attention to Ss' intonation and pronunciation.
- Elicit suggestions of more jobs for each category and then read out the example and elicit which jobs Ss might like to do in the future.

**Suggested Answer Key**

*deal with people – waitress, bank cashier  
start your own business – open a dance studio, manicurist  
have a 9-5 job in an office – human resources assistant, typist  
be the boss – a chief editor, store manager  
work from home as a freelancer – online teacher, writer  
become a professional – vet, professor  
have a skilled job – carpenter, painter  
work in the armed forces/emergency services – ambulance driver, naval officer  
become a famous celebrity – TV presenter, DJ*

*I might like to start my own business in the future; maybe something like a web design business, because I'd like to be my own boss. I really wouldn't like to be a famous celebrity, though; I think it would be far too much pressure.*

**2** **Aim** To talk about the importance of certain factors for certain jobs

- Go through the factors in the spidergrams with Ss. Ask Ss to discuss in closed pairs which factors they think are the most important for each of the types of jobs in Ex. 1 following the example. Ss can use their own ideas as well.
- Monitor the activity around the class offering help if necessary. You can ask pairs to discuss the different types of jobs listed in Ex. 1 e.g. Pair A can discuss jobs which deal with people, Pair B can discuss jobs that people choose when they want to start their own business, etc.

**Suggested Answer Key**

*B: ... enjoy challenges a lot, because it can be quite difficult to set up a business. You also need a lot of determination to succeed and self-motivation because you don't have anyone else to do things for you or tell you what to do.*

*A: That's right. What about a job where you have to deal with people?*

*B: Well, mostly I think you need sensitivity to others for those kinds of jobs and good communication skills.*

*A: I agree. I think celebrities need to have good communication skills too, and they also need a lot of confidence and maybe natural talent.*

*B: Yes, you're right. I think people with skilled jobs need the right qualifications obviously.*

*A: That's true, but also relevant experience can be just as valuable to them. etc*

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

- Ask Ss to read the table.
- Play the recording. Ss listen and complete the task. Check Ss' answers.

**Answer Key**

*1 Alice    3 twenty    5 bags  
2 Gibson    4 businesswoman    6 others*

**5h Curricular: Science**

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

- Explain the task and allow Ss time to complete it.
- Elicit Ss' guesses in answer to the questions in the rubric.



- Play the recording and allow Ss to check their answers.

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

- Allow Ss some time to complete the task.
- Ss compare their answers with their partner.
- Check Ss' answers.

**Answer Key**

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

- Refer Ss to the **Check these words** box and explain/ elicit the meanings of the words or ask Ss to use their dictionaries and look them up.

**Suggested Answer Key**

**brain (n):** the organ inside the head that controls thought, memory, feelings and activity

**organ (n):** a part of the body which performs a particular job such as the brain, the heart and lungs

**hunger (n):** the feeling of needing to eat

**thirst (n):** the feeling of needing to drink

**determine (v):** to decide

**identity (n):** who a person is

**hemisphere (n):** half of a sphere

**nerve fibres (phr):** a group of long thin threads that carry information between the brain and other parts of the body

**profound (adj):** deep and meaningful

3 **Aim** To express a personal opinion

- Read the rubric aloud and then give Ss three minutes to think and prepare their answers.
- Ask various Ss around the class to share their answers with the rest of the class.

**Suggested Answer Key**

*We have physics and chemistry lessons in our school. I like chemistry, but I find physics too difficult. I think learning about chemical elements is more interesting than solving physics problems.*

4 **Aim** To do an internet quiz about left/right side brain dominance and report back to the class

- Explain the task and ask Ss to do an Internet search to find a quiz that tests which side of the brain is dominant.
- Ask Ss to do the quiz and mark down their results and then report back to the class.
- Alternatively, assign the task as HW and ask Ss to present their information in the next lesson.

(Ss' own answers)

# 5 Writing

1 **Aim** To analyse a rubric

- Ask Ss to read the rubric and the underlined key words and then give them time to answer the questions.
- Check Ss' answers.
- You can refer Ss to **Writing Bank 1** before answering the questions.

**Answer Key**

1 *short story competition, magazine readers will read it*

2 *past tenses will be used*

3 *I must begin the story with the words. 'It seemed like an opportunity too good to miss.'*

4 *The story could be about a great opportunity that someone is offered, for example to take part in an exciting activity and something that happens while the person takes part.*

5 *Between 120-180 words.*

6 *I can begin the story with the weather, who was involved, what they were going to do & when the story took place, feelings of those involved. I might end it with what happened in the end and how the characters felt.*

2 **Aim** To analyse the structure of a model essay

- Ask Ss to read the model and match the paragraphs to the elements in the rubric.
- Check Ss' answers.

**Answer Key**

*sets the scene: para 1*

*describe the events in the order they happened: 2 & 3*

*include direct speech: paras 2 & 4*

*describe the characters' feelings: para 1 & 4*

*includes the climax event: para 3*

3 **Aim** To order the events in a story

- Ask Ss to read the story again and then read the events A-H and order them.
- Check Ss' answers. Ask Ss to use the events to summarise the story in their own words using appropriate time sequence words.

**Answer Key**

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

**Suggested Answer Key**

*One day last April, we arrived at The Devil's Drop in the rain. First of all, we crawled down a tiny dark tunnel. Finally, we reached a huge cave. Suddenly, we heard a crack and water started to fill the cave.*

We looked for a way out and then we saw a narrow tunnel. I was crawling along the tunnel when icy water gushed into it. Finally, to my relief, Harry and Sam pulled me out.

4 a) **Aim** To identify descriptive language (adjectives)

- Read out the **Study Skills** box and explain that this tip will help Ss complete the task successfully.
- Explain the task and give Ss time to complete it.
- Check Ss' answers around the class.

**Answer Key**

*adventurous members of the potholing club  
tiny dark tunnel  
slow dripping of water  
cool dampness  
huge cave  
glistening stalactites and stalagmites  
thundering crack  
icy water  
fresh air*

b) **Aim** To identify descriptive language (adverb – verb collocations)

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

**Answer Key**

1 heavily      3 anxiously      5 violently  
2 frantically      4 slowly

5 a) **Aim** To identify descriptive language (verbs)

- Explain the task and ask Ss to copy the table into their notebooks and complete it referring back to the model story.
- Check Ss' answers.

**Answer Key**

*move – crawl, reach, hurry, gush      look – search  
say – yell      see – spot*

b) **Aim** To practise descriptive language (verbs)

- Explain the task and give Ss time to complete it.
- Elicit answers from various Ss around the class.

**Answer Key**

**A** 1 crept      2 spotted      3 ran  
**B** 1 staring      3 noticed      5 grinning  
2 drifting      4 approaching

6 **Aim** To practise using descriptive language

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

**Answer Key**

1 waited nervously      6 fantastic  
2 crept      7 excited  
3 peered      8 powerful  
4 huge      9 rock violently  
5 deep      10 absolutely terrified

7 a) **Aim** To identify writing techniques in a model

Ask Ss to read the theory and then look back through the story and say which techniques were used.

**Answer Key**

*to begin – creating atmosphere by describing the weather, people, setting the scene; expressing the characters' feelings/mood  
to end – expressing the characters' feelings/mood; using direct speech*

b) **Aim** To identify beginnings/endings to stories and the techniques used in them

- Ask Ss to read the extracts A and B and elicit which one is an ending and which one is a beginning to a story.
- Then elicit which techniques have been used.

**Answer Key**

*A: ending (expressing the characters' feelings/mood, using direct speech)*

*B: beginning (creating atmosphere by setting the scene and describing the weather, asking a rhetorical question, creating suspense/mystery)*

8 a) **Aim** To analyse a rubric/To prepare for a writing task

- Ask Ss to read the rubric, underline the key words and answer the questions in pairs.
- Check Ss' answers.

**Answer Key**

*Key words: short story competition, must begin: It was risky, but I knew I wanted to try it. story (120-180 words)*

*1 I should write a short story. I must begin with the sentence in the rubric.*

**Suggested Answer Key**

*2 The story could be about some friends who decide to take part in a dangerous activity and then something goes wrong.*

- 3 I could set the scene by describing the weather, talking about the characters' feelings and describing when/what time the story is happening and what the friends are going to do.
- 4 I could make the story more interesting by including interesting adjectives/adverbs/verbs instead of simple ones and by including appropriate techniques for beginning/ending the story.

b) **Aim** To listen for ideas

- Ask Ss to copy the paragraph plan into their notebooks.
- Play the recording. Ss listen and make notes under the headings in the plan.

**Suggested Answer Key**

**Para 1:** freezing cold but sunny day, cave diving club, dangerous ice caves in the frozen lake, arrived chatting excitedly

**Para 2:** dived into freezing water, entered first cave, spectacular view, then awful cracking sound above me

**Para 3:** horror, cave wall began to collapse, felt an arm pulling me, noise of ice breaking, reached the surface, Liam saved me

**Para 4:** everyone relieved, shaking with cold and fear but happy to be alive

9 **Aim** To write a story

- Refer Ss to **Writing Bank 5** for more details and practice.
- Give Ss time to write their story using their answers from Ex. 8 and the plan, then check Ss' answers.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

**Suggested Answer Key**

*It was risky, but I knew I wanted to try it. The cave diving club had never explored the dangerous ice caves in the frozen lake before, but it seemed like too incredible an opportunity to miss. We set out early on a freezing cold but sunny day and arrived at the lakeside chatting excitedly.*

*Before I knew it, we had all dived quickly into the freezing water in our heated wetsuits. When I entered the first cave cautiously, the view was absolutely spectacular with icy stalactites and colourful creatures all around. Then, suddenly, there was an awful cracking sound above me.*

*I stared in horror as the cave wall began to collapse! But then I felt a rough arm pulling me. I could still hear the thunderous noise of the ice breaking as I reached the surface. My friend Liam had saved me from being crushed by the ice – just in time!*

*As the others surfaced, you could see the look of relief on everyone's faces. "I don't think I'll ever do that again!" I said, still shaking with cold and fear, but extremely happy to be alive.*

**Skills 5**

**Reading**

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

- Ask Ss to read the title and the first and last paragraphs in the text and elicit Ss' guesses and to what the article is about.
- Give Ss time to read the text and find out.

**Suggested Answer Key**

*The article is about the fact that scientists have recently discovered more than 1,200 new planets and that they are hoping to find worlds that may be fit for life.*

2 a) **Aim** To analyse a rubric

- Ask Ss to read the rubric and elicit the key words in it and in the headings.
- Check Ss' answers.

**Suggested Answer Key**

**Key words:** A – future's looking good, B – what, discovery, mean, C – what, seems, to show, D – Kepler's done so far, E – New inhabitable planets, F – Challenges, G – Technology, changed everything, H – History, planet discovery

**BACKGROUND INFORMATION**

**NASA** (The National Aeronautics and Space Administration) was formed in 1958 and is responsible for the USA's civilian space programme and for aerospace research. Its motto is "For the Benefit of All". Its headquarters are in Washington, DC.

b) **Aim** To read for comprehension

- Give Ss time to read the text and complete the task.
- Ss check their answers with their partner.
- Ss should justify their answers.

**Suggested Answer Key**

**A 5** (In other words, worlds that might be fit for life.)

**B 2** (Finding a signal would be very shocking. Simply because it would tell us that a planet is home to inhabitants with technical knowledge.)

**C 8** \*see whole paragraph

**D 7** (... teams of astronomers have used large,

ground based telescopes to hunt for more planets. so far they have found more than 500 extra solar planets ...)

- E 4 (Apart from Kepler's ability to uncover multiple new worlds, it also has the ability to find planets that are the size of Earth ...)
- F 3 (But these early results for Kepler indicate that ...)
- G 6 (Sure, nothing has been found so far, but 30,000 is a big number!)

**Listening**

- 3 a) **Aim** To prepare for a listening task
- Ask Ss to read the rubric and the sentences and identify the key words.
  - Elicit what Ss expect to hear in the recording.

**Suggested Answer Key**

**Key words:** five different speakers, plans for the future, Match, speaker, with the sentences, one extra sentence, A – how, achieve, dream (will, going to, plan, soon, etc.), B – how ambitious he/she is (success, determined, etc), C – doesn't know, what he/she wants to do (unsure, not certain, job, career, etc), D – just had, career change (job, profession, fired, hired, etc.), E – why, do a certain job (because, particular, especially, etc), F – wants to work with others (teamwork, co-operation, together, etc)

- b) **Aim** To listen for key information
- Play the recording. Ss listen and complete the task.  
Check Ss' answers.

**Suggested Answer Key**

A 2      B 1      C 5      D 3      E 6

**Writing**

- 4 **Aim** To write an email
- Read out the rubric and elicit the key words.
  - Give Ss time to complete the task and then check Ss' answers.

**Suggested Answer Key**

**Key words:** email from, Thomas, Can you see yourself running your own business one day? , What would your dream job be like?, more important, make a lot of money, be happy in your job, Why?, write, email, answer, 3 questions, 100-120 words, Remember, rules of email writing

Dear Thomas,  
Thanks for your email. It's great to hear that your dad is setting up his own Internet business.  
I don't know whether I can see myself running my own business because it's too much responsibility.

You have to hire and fire people and also make sure that they do their jobs properly. My dream job would be something that allowed me to be paid to do something I love, but that's very rare these days. I would rather be happy in my job than make a lot of money. It can't be nice to do something you hate even if you are well paid.

Write back with more news about your dad's business.  
Best wishes,  
Erin

**Speaking**

- 5 a) **Aim** To prepare to give a talk
- Read out the rubric and explain the task.
  - Ask Ss to think of words/ideas in pairs and write them in their notebooks.

**Suggested Answer Key**

**Key words:** 1.5-2 minute talk, exploration, why people, go where no one has ever been before, benefits of expeditions, whether you would go, what kind, ocean, Arctic, desert  
**Brainstorm:** ambition, fame, advances in science, financial, broaden the horizons of knowledge, new medicines, new species, depths, endangered species, frozen wastes, oil, natural gas, heat, etc.

- b) **Aim** To give a short talk on a topic
- Ss use their notes and the prompts to present their talk to their partner.
  - Monitor the activity around the class, then ask various Ss to give their talk to the class.

**Suggested Answer Key**

There are many reasons why people want to go on expeditions to places that other people have never been before. Expeditions are usually funded by scientific institutes, universities or private companies and in each case there are important reasons for the expedition. Firstly, there is the sense of personal achievement that someone will get when they do something that no one else has done whether it is finding something new or unusual or just expanding the horizons of knowledge. Secondly, there is the fame that goes with such an achievement. The first person that does something or goes somewhere will go down in history and nothing can change that. Thirdly, there may be a lot of money in discovering some new place or thing. Expeditions can bring lots of benefits. A lot of expeditions find something that can be used. Expeditions into the rainforests have found plants that can be used for medicines. Expeditions to the bottom of the sea and the snow fields of the Arctic have found valuable deposits of oil and natural gas and even if the expedition comes back with nothing

that can be used, just learning about something new can be incredibly rewarding.

I wouldn't like to go on an expedition because they are usually dangerous. People have lost their lives going to places that no-one has gone to before. I admire the people who put themselves at risk in the name of science, but I'm afraid I'm not one of those people.

c) **Aim** To analyse a model talk

- Play the recording, Ss listen and compare it to their own.
- Elicit comparisons from Ss around the class.

**Suggested Answer Key**

The student talks about the challenge of expeditions and the thrill people get from seeing or doing something for the very first time. The student also mentions the fact that through film and photography, the people back home can share in what the explorers are seeing. Finally, the student says that they would like to go on an expedition to the bottom of the sea.

6 **Aim** To practise word formation

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

**Suggested Answer Key**

- |              |              |              |
|--------------|--------------|--------------|
| 1 natural    | 3 impressive | 5 attraction |
| 2 Scientists | 4 mysterious | 6 darkness   |

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

Give Ss time to skim the text quickly and elicit what it is about.

**Suggested Answer Key**

The text is about a Greek physicist's sudden breakthrough and how we can perhaps have similar breakthroughs.

b) **Aim** To practise grammar forms in context

- Give Ss time to read the text again and complete the gaps with the correct grammar forms.
- Check Ss' answers.

**Suggested Answer Key**

- |                   |                    |
|-------------------|--------------------|
| 1 cried           | 6 having           |
| 2 to share        | 7 find/are finding |
| 3 rose/would rise | 8 are looking for  |
| 4 is used         | 9 will come        |
| 5 isn't/is not    |                    |

# Language in Use **5**

1 **Aim** To practise phrasal verbs

- Direct Ss' attention to the diagram and give them time to complete the task.
- Check Ss' answers.

**Answer Key**

- |                  |                    |
|------------------|--------------------|
| 1 break down     | 4 backed down      |
| 2 cut down       | 5 turned (it) down |
| 3 live (it) down | 6 closing down     |

2 **Aim** To practise prepositional phrases

- Give Ss time to do the task.
- Check Ss' answers.

**Answer Key**

- |        |      |       |         |
|--------|------|-------|---------|
| 1 with | 3 at | 5 in  | 7 under |
| 2 on   | 4 to | 6 out |         |

3 **Aim** To practise collocations

- Give Ss time to do the task.
- Check Ss' answers.

**Answer Key**

- |           |           |              |
|-----------|-----------|--------------|
| 1 cave    | 4 steady  | 7 relevant   |
| 2 medical | 5 leap of | 8 walking    |
| 3 safety  | 6 stuffed | 9 developing |

4 **Aim** To practise word formation

- Give Ss time to do the task.
- Check Ss' answers on the board.

**Answer Key**

- |                 |                |
|-----------------|----------------|
| 1 scientific    | 4 confidence   |
| 2 development   | 5 treatment    |
| 3 concentration | 6 presentation |

5 **Aim** To practise words often confused

- Give Ss time to do the task.
- Check Ss' answers.

**Answer Key**

- |              |          |
|--------------|----------|
| 1 classified | 3 won    |
| 2 composed   | 4 strong |

**Aim** To predict the content of a text

- Ask various Ss to predict the content of the poem.
- Then ask one of the Ss to read it out loud.
- Discuss whether Ss' guesses were right or wrong.

# Russia **5**

## Reading & Listening

1 **Aim** To introduce the topic and stimulate interest

- Elicit what Ss know about the topic.
- Elicit various questions from Ss around the class and write three of them on the board.
- Play the recording and elicit from Ss if their questions were answered.

### Suggested Answer Key

*Star City is where cosmonauts are trained before they go into space.*

*I would like to know:*

- 1 *how long it takes to train as a cosmonaut.*
- 2 *how many people live there.*
- 3 *what equipment they have there.*

*The text doesn't mention how long cosmonauts train. It says that 7,000 people live there and mentions replicas of real spacecraft, the centrifuge and a swimming pool to prepare cosmonauts for space walks.*

2 **Aim** To read for specific information

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

### Suggested Answer Key

- |      |      |     |      |
|------|------|-----|------|
| 1 T  | 3 NS | 5 F | 7 NS |
| 2 NS | 4 F  | 6 F | 8 T  |

- Refer Ss to the **Check these words** box and explain/ elicit the meanings of the words or ask Ss to use their dictionaries and look them up.

### Suggested Answer Key

- train (v): to learn skills you need to do sth*
- facility (n): a building used for a specific purpose*
- pine forest (n): an area where many pine trees grow*
- traffic jam (n): a queue of cars that can't move due to something blocking the road or too much traffic*
- billboard (n): a large advertising sign*
- recreation (n): leisure activities*
- personnel (n): the people who work in a place*
- undertake (v): to accept to do a task*
- planetarium (n): a building where lights and lasers are used to represent the planets and stars*
- simulate (v): to create or produce sth just like the original*
- loaded with (phr): putting heavy objects on sth/sb so it doesn't move easily*
- rotate (v): to turn in a circular motion*
- capsule (n): a small container, attached to a*

- spacecraft, where the people sit*
- spin (v): to turn round quickly, swirl*
- jaw (n): the lower part of your mouth and face*
- launch (v): to send or fire into space*
- gravity (n): the force which attracts everything to the planet*
- blast off (phr v): (for a spacecraft) to take off on a journey*
- dock (v): to link or hook up a spacecraft to a docking platform*

3 **Aim** To consolidate new vocabulary

- Ss match the words.
- Check Ss' answers.

### Suggested Answer Key

- |            |             |             |
|------------|-------------|-------------|
| 1 to spare | 3 replicas  | 5 submerged |
| 2 tough    | 4 intensive |             |

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

- Ss talk in pairs about what they found interesting.
- Ask various pairs to report back to the class.

### Suggested Answer Key

*I found the information about the centrifuge the most interesting. I've seen this particular piece of equipment on documentaries about the space programme and I'd love to be able to try it.*

5 **Aim** To expand the topic

- Give Ss time to look up more information about Sergey Korolev on the Internet or in encyclopaedias.
- Ask various Ss to report back to the class.
- Alternatively, assign the task as HW and ask Ss to present their information in the next lesson.

6 **Aim** To expand the topic

- Give Ss time to look up more information about Star City and/or the Russian Space Programme on the Internet or in encyclopaedias.
- Ask various Ss to report back to the class.
- Alternatively, assign the task as HW and ask Ss to present their information in the next lesson.

### Suggested Answer Key

*Star City hasn't always had a name; at one time it was called Military Unit 26266 and only had a staff of 250 people. The cosmonaut training centre was opened on 11th January 1960 and it wasn't until 1969 that its name was changed to honour Yuri Gagarin. The centre doesn't just train Russian cosmonauts, it also trains international specialists from countries like France and India for their own space programmes.*







## Back in time

### Topic

In this module, Ss will explore the topics of historic tourist attractions, parts of a ship, ways of moving in water, household duties, features of archaeological sites/cities and war and protest.

### Modular page

107

**Lesson Objectives:** To give an overview of the module, to introduce key vocabulary, to listen for gist

**Vocabulary:** Historic tourist attractions (*The Forbidden City, Lascaux Caves, The Lost City of Stone, Mount Rushmore, carved into stone, depicts, the seat of, ruined, prominent, dating back*)

### 6a Shipwrecks

108-109

**Lesson Objectives:** To read for gist, to read for cohesion and coherence, to revise relative clauses, to describe an imaginary scene, to give a report on the sinking of the Titanic

**Vocabulary:** Parts of a ship (*funnel, stern, lifeboats, deck, prow, passenger cabins*); Ways of moving in water (*glide, dart, plunge, sink, drag, drift*); Verbs (*stare, gaze, rip, descend, drown*); Nouns (*submersible, grave, grand staircase, promenade deck, iceberg, sheet, wreckage, bronze, remains, hypothermia*); Adjectives (*lunar, wealthy, colossal, unsinkable, hostile*)

### 6b Life in the past

110-111

**Lesson Objectives:** To listen and read for gist, to read for specific information, to revise clauses, to write a diary entry, to compare life in Edwardian England to today

**Vocabulary:** Household duties (*do the cleaning/the washing-up, bookkeeping, scrub the pots and pans, stocktaking, serve food, polish boots/silver, dust furniture, carry trays of dinner, cook meals, have singing lessons, wash clothes, mop the floor, lay the table, make the beds, iron the clothes*); Verbs (*polish, intensify, quit, enforce*); Nouns (*servant, tutor, possession, corset, bookkeeping, stocktaking, code*); Adjectives (*smooth-running, overjoyed, engrossing, cracked, filthy*); Phrases (*hit a note, on behalf of, in charge of, do the orders, have a clue, be like a well-oiled machine*)

### 6c Culture Corner

112

**Lesson Objectives:** To read for gist, to read for cohesion and coherence, to give a presentation on a famous author from the past from your country

**Vocabulary:** Verbs (*wander, expose*); Nouns (*adaptation, debtor, shoe polish, workhouse, social reform, injustice, social justice*); Adjectives (*vivid, grimy, cruel*); Adverb (*passionately*)

### 6d Everyday English

113

**Lesson Objectives:** Persuading somebody to visit a tourist attraction, to learn the intonation of commenting on an experience, to act out a dialogue

### 6e Lost cities

114-115

**Lesson Objectives:** To listen and read for gist, to read for specific information, to talk about archaeological sites, to give a presentation on a lost city/archaeological site

**Vocabulary:** Features of archaeological sites (*tiled path, multi-coloured stone façade, tomb, temple, ruins, ancient columns, wreck, colossal statue, cave dwellings*); Verbs (*loot, excavate, fade, reveal, shield, decay*); Phrasal verb (*run down*); Nouns (*civilisation, rubble, ruins, jeep, crack, canyon, wreck, visibility, raider, vendor, spire, reconstruction*); Adjectives (*mighty, tiled, carved, vibrant, thriving, conquered, tempting, colossal, exhilarating, advancing, heartening*)

### 6f Subterranean world

116-117

**Lesson Objectives:** To listen and read for gist, to read for specific information, to learn inversion, to talk about the Paris Catacombs

**Vocabulary:** Subterranean world (*pavement cafes, dimly-lit winding staircase, cemeteries, dark narrow tunnels, limestone quarries, catacombs, human skulls, 6 million skeletons, hidden entrances, manhole covers, concert halls*); Verbs (*sip, decompose, emerge*); Phrasal verb (*crave out*); Nouns (*dungeon, anticipation, inscription*); Adjectives (*sinister, bustling, sunlit*)

### 6g Skills

118

**Lesson Objectives:** To talk about protesting, to compare photographs, to listen for specific information

**Vocabulary:** War & protest (*army, vote, defeated, protest, survival, battle, invaded, demonstration, navy, enemies, defend, attack, air force*)

**6h Curricular: History 119**

**Lesson Objectives:** To read for gist, to read for cohesion and coherence, to give a report on the role of women during WWII in your country

**Vocabulary:** Verbs (*plough fields, harvest crops, triumph*); Phrasal verbs (*call upon, sign up*); Nouns (*supplies, ammunition, armed forces, bomb shelter, ambulance, secret agent, weapon*); Phrases (*war services, voluntary services, take pride in, front line*)

**6i Writing 120-121**

**Lesson Objectives:** To analyse a model essay, to practise using adjectives/adverbs, to write a description of a place

**RINE Skills 6 122-124**

**Lesson Objectives:** To read for specific information, to practise buying a ticket, to listen for specific information, to practise word formation, to practise key word transformations, to write a description of a place

**Language in Use 6 125-126**

**Lesson Objectives:** To practise phrasal verbs and prepositional phrases, to practise word formation, to consolidate vocabulary from the module

**Russia 6 127**

**Lesson Objectives:** To listen and read for gist, to read for general comprehension, to present information about the Hermitage museum and/or an exhibit/some exhibits found there.

**Vocabulary:** Verbs (*range, feature*); Phrasal Verb (*branch out*); Nouns (*reign, artefact*); Adjectives (*sheer*)

►► **What's in this module?**

Read the title of the module *Back in time* and ask Ss to suggest what they think the module will be about (*the module is about historic tourist attractions, archaeological sites and historical events*). Go through the objectives box to stimulate Ss' interest in the module.

**Vocabulary**

1 **Aim** To introduce the topic

Direct Ss' attention to the pictures and elicit which places, if any, Ss know and what, if anything, they know about them.

**Suggested Answer Key**

*I have heard of The Forbidden City in Beijing, but I don't know much about it. I think there are some temples there.*

*I have heard of the Lascaux Caves. There are some very old cave paintings there.*

*I have heard of the Lost City of Stone in Petra. They filmed one of the Indiana Jones films there.*

*I have heard of Mount Rushmore in the USA. It has the faces of some past US Presidents carved on it. (George Washington, Thomas Jefferson, Theodore Roosevelt, Abraham Lincoln)*

2 a) **Aim** To present/practise new vocabulary

- Direct Ss' attention to the words in the list and explain/elicite the meanings of any that are unknown.
- Give Ss time to use them to complete the sentences 1-4 and then play the recording for Ss to check their answers.

**Answer Key**

- |                     |                      |
|---------------------|----------------------|
| 1 carved, destroyed | 3 depicts, prominent |
| 2 dating back       | 4 seat               |

b) **Aim** To match descriptions to pictures

- Direct Ss' attention to the pictures A-D and elicit which sentence (1-4) describes each one.
- Play the recording. Ss listen and check.

**Answer Key**

- |     |     |     |     |
|-----|-----|-----|-----|
| 1 C | 2 B | 3 D | 4 A |
|-----|-----|-----|-----|

**OVER TO YOU!**

**Aim** To recommend places to tourists to your country

Elicit answers to the question in the rubric from various Ss around the class.

# Module 6

## Suggested Answer Key

I would recommend that tourists coming to Russia on a short trip visit Red Square in Moscow. They can see the Kremlin wall and towers, built around 1480, and St Basil's Cathedral, finished in 1561. These buildings are very impressive and are probably the best-known places in Russia. I would also recommend a visit to the Hermitage in St Petersburg, because it is the most famous art museum in the world.

### BACKGROUND INFORMATION

**Beijing** is the capital of the People's Republic of China. It is located in northern China and is one of the most populous cities in the world.

**France** is a country in western Europe. Its capital city is Paris. Its official language is French.

**Petra** is a historical city in Jordan in Asia. It lies on the slope of Mount Hor and attracts a lot of tourists every year. The city was established in 312 BC and is a UNESCO World Heritage Site.

**South Dakota, USA** is a state in the midwestern US. Its capital city is Pierre. It is named after the Lakota and Dakota Sioux American Indian tribes.

**Ming Dynasty (1368-1644)** was founded by Zhu Yuanzhang and it became one of the most stable dynasties in China.

## 6a Shipwrecks

### Vocabulary

1 **Aim** To present topic-related vocabulary and match it to a picture

- Give Ss time to match the words to the letters in the picture.
- Play the recording. Ss listen and check their answers.
- Play the recording again with pauses for Ss to repeat chorally and/or individually.

#### Answer Key

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

### Reading

2 a) **Aim** To introduce the topic

Elicit what, if anything Ss know about the Titanic.

#### Suggested Answer Key

The Titanic was a large British ocean liner that sank in April, 1912 during its maiden voyage to New York from Southampton, England when it hit an iceberg. About 1,500 people died.

b) **Aim** To predict the content of the text and read for gist

- Read the rubric aloud and elicit Ss' guesses in answer to the question.
- Give Ss time to read the text and find out.

#### Suggested Answer Key

I think I would see a large shipwreck with lots of recognisable features.

3 **Aim** To read for specific information

- Ask Ss to read the sentences 1-8 and then to read the text again and complete the task.
- Elicit which words helped Ss to decide on their answers.

#### Answer Key

1 2    3 1    5 2    7 2  
2 2    4 3    6 1    8 3

- Refer Ss to the **Check these words** box and explain/ elicit the meanings of the words or ask Ss to use their dictionaries and look them up.

#### Suggested Answer Key

**submersible (n):** a small submarine

**stare (v):** to look at sth/sb steadily

**lunar (adj):** relating to the moon

**iceberg (n):** a large piece of floating ice in the sea; glacier

**grave (n):** a place in the ground where a dead person is buried

**gaze (v):** to look at sb/sth for a long time in thought or admiration

**grand staircase (n):** a large elaborate flight of stairs

**promenade deck (phr):** the part of a large ship where the passengers can walk

**wealthy (adj):** rich; having a lot of money

**sheet (n):** a large flat thin piece of sth

**rip (v):** to tear

**colossal (adj):** very large

**wreckage (n):** a badly damaged object; the remains of sth after it has been damaged

**descend (v):** to move down

**bronze (n):** a brown metal made of copper and tin

**remains (n):** sb's dead body

**drown (v):** to die by being unable to breathe underwater

**hypothermia (n):** a serious medical condition in which sb's body temperature falls very low

**hostile (adj):** not suitable for life; inhospitable

**unsinkable (adj):** impossible to sink

4 **Aim** To consolidate new vocabulary

- Give Ss time to match the words in bold in the text to the words in the rubric using their dictionaries to help them if necessary.
- Check Ss' answers around the class.

**Answer Key**

*thrown = scattered*  
*moves smoothly = glides*  
*front part of a ship = prow*  
*look at steadily = stare*  
*not friendly = hostile*  
*felt = experienced*  
*extremely cold = icy*  
*collided with = crashed into*

5 **Aim** To present new vocabulary

- Read out the list of words and give Ss time to replace the words in bold in the sentences in the correct form.
- Check Ss' answers.

**Answer Key**

1 *dragged*      3 *darted*      5 *sank*  
 2 *plunged*      4 *glided*      6 *drifted*

**Grammar**

6 a) **Aim** To revise relative clauses

- Elicit words that introduce relative clauses (*who, which, whose, whom, when, why, where*). Write on the board:  
*The man **who lives next door** just called you.*  
*This book, **which Jane bought me**, is based on a true story.*
- Elicit which of the two relative clauses in the examples is important to the meaning of the main sentence (1st). Explain that this is a defining relative clause which cannot be omitted or put in commas. Ss compare with the second example.
- Give Ss time to identify relative clauses in the text.
- Refer Ss to the **Grammar Reference** section for more information.
- Elicit answers from Ss around the class and which ones are defining/non-defining.

**Answer Key**

*... **which collided with an iceberg and plunged** ... (non-defining)*  
*... **where the wealthy passengers** ... (defining)*  
*... **who heroically went down with the ship** (non-defining)*  
*... **who died in the disaster** (defining)*  
*... **when man realised** ... (defining)*

b) **Aim** To practise relative clauses

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

**Answer Key**

- 2 *Jenny, whose great-grandfather was on the 'Titanic', is doing the same course as me.*
- 3 *The reason why not many people have visited the wreckage of the 'Titanic' is that it costs a lot.*
- 4 *It was 2:20 am when the 'Titanic' sank.*
- 5 *Shirley, who is my neighbour, is studying History at university.*
- 6 *That's the spot where the ship hit an iceberg.*
- 7 *The 'Queen Elizabeth', which is an enormous cruise ship, sailed its maiden voyage in 2010.*

**Speaking & Writing**

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

Play the recording, Ss listen and read the text again and write a few sentences about what they found the most interesting and why.

**Suggested Answer Key**

*I found it interesting that so much of the ship has survived under the sea after 100 years. I also found it interesting that they didn't find the ship's funnels.*

8 **Aim** To describe an imaginary scene

- Explain the situation and give Ss three minutes to write some sentences describing the imagined scene and their feelings.
- Ask various Ss around the class to read their sentences to the class.

**Suggested Answer Key**

*The scene is total chaos. People are crying and screaming and running around. There are not enough boats and only a few passengers are being loaded into them. People are panicking because they realise we may end up in the water. I am terrified.*

9 **Aim** To develop research skills

- Give Ss time to look up information on the Internet about the 'Titanic' and write their paragraphs. Then ask various Ss to read their paragraphs to the class.
- Alternatively, assign the task as HW and ask Ss to read out their paragraphs in the next lesson.

**Suggested Answer Key**

*The 'Titanic' was part of the White Star Line. The ship hit the iceberg 4 days into its journey and it sank 2 hours and 40 minutes after it hit. There were 2,200 passengers and crew in total and only 20 lifeboats. Only 705 people survived. The water was 2 degrees below freezing and almost all the people who were in the water died within minutes. Only 13 people were pulled from the sea into the lifeboats. At 4 am, a ship called the 'Carpathia' came to help the survivors.*

# 6b Life in the past

## Vocabulary

1 **Aim** To introduce vocabulary and talk about your daily life

- Read out the list of household duties and explain/ elicit the meanings of any unknown words.
- Ask various Ss around the class to say which of the activities they do/don't do.

**Suggested Answer Key**

*I do the washing-up and make my bed every day. I sometimes lay the table and dust the furniture. I never cook meals or do bookkeeping or stocktaking.*

## Reading

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

- Ask Ss to read the introduction and suggest what they think life was like in Edwardian times.
- Play the recording. Ss to listen and read the text and find out.

**Suggested Answer Key**

*I think life would be very different depending on whether you were rich or poor. If you were rich, life would have been very easy but if you were poor, life would be hard.*

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

- Ask Ss to read the questions 1-15 and then read the text again and choose the correct person A-D for each one.
- Check Ss' answers.

**Answer Key**

1 E    3 E    5 B    7 D    9 E    11 C  
2 D    4 B    6 E    8 C    10 B    12 B

- Refer Ss to the **Check these words** box and explain/ elicit the meanings of the words or ask Ss to use their dictionaries and look them up.

**Suggested Answer Key**

**servant (n):** sb employed in sb's house, doing jobs such as cooking and cleaning, especially in the past  
**smooth-running (adj):** operating without problems  
**hit a note (phr):** to successfully sing/play the correct musical note  
**tutor (n):** a teacher who teaches sb on an individual basis  
**possession (n):** sth sb owns; property

- on behalf of (phr):** for sb else
- in charge of (phr):** responsible for sth/sb
- overjoyed (adj):** very happy
- corset (n):** a type of undergarment to make sb look slimmer
- do the orders (phr):** complete an ordering process
- bookkeeping (n):** keeping accounts
- stocktaking (n):** the counting of all the goods, materials, etc kept in a place
- have a clue (phr):** to understand sth
- polish (v):** to clean sth with a cloth to make it shine
- intensify (v):** to make sth greater, more serious or more extreme
- quit (v):** to give up/stop doing sth
- enforce (v):** to make people obey a law/rule
- code (n):** a set of rules/principles used by a group of people
- be like a well-oiled machine (phr):** to work very well
- engrossing (adj):** very interesting
- cracked (adj):** damaged with thin lines on its surface
- filthy (adj):** very dirty

### BACKGROUND INFORMATION

The Edwardian period (1901-1910) followed the Victorian era (1837-1901) and it covers the reign of King Edward VII in the UK. During this period, the British class system was very rigid. Changes in the economy provided more social mobility. Rapid industrialisation increased economic opportunities. The period was followed by World War I (1914-1918).

b) **Aim** To consolidate new vocabulary

- Go through the list of words in the rubric and give Ss time to match them to the words in bold in the text.
- Tell Ss they may use their dictionaries if necessary.
- Check Ss' answers.

**Answer Key**

**sure of myself = confident**  
**not loose = tight**  
**really = truly**  
**amenities = comforts**  
**very happy = overjoyed**  
**teacher = tutor**  
**hint = clue**  
**dirty = filthy**  
**interesting = engrossing**  
**idea = taste**  
**got stronger = intensified**  
**woke up = rose**

4 **Aim** Match headings to paragraphs

- Explain the task to the Ss.
- Give them some time to complete it.
- Choose Ss to give their answers to the class.

**Answer Key**

1 6      2 4      3 6      4 1      5 3

**Grammar**

5 **Aim** To practise clauses

- Explain the task and give Ss time to complete it. Refer Ss to the **Grammar Reference** section for details.
- Check Ss' answers.

**Answer Key**

- 1 *Now that the staff have finished their work, they can relax.*
- 2 *Cleaning the rooms took so long that I didn't get time for a break.*
- 3 *Lord and Lady Finch eat upstairs whereas the staff eat in the kitchen.*
- 4 *A maid quit and as a result we had to work much harder.*
- 5 *Although it was raining, Lady Acton insisted on going horse riding.*
- 6 *Make sure the car is ready in case Lord Cawley needs it.*

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

Allow Ss some time to prepare their answers. Elicit answers from Ss around the class.

**Suggested Answer Key**

*The family lived upstairs and the servants worked downstairs. The family members lived a life of leisure going horse riding and taking singing lessons. The servants worked very hard and had to follow orders. The housekeeper was in charge of all the maids and the butler was in charge of the footmen. The housekeeper did the orders, the bookkeeping and stocktaking. The footmen polished boots and silver and carried huge trays of dinner. The kitchen maids did the washing-up and the mopping.*

**Speaking & Writing**

7 **Aim** To personalise the topic; to write a diary entry

- Explain the task and give Ss time to write a short diary entry.
- Ask various Ss around the class to read their diary entry to the rest of the class.

**Suggested Answer Key**

*Today I woke up and went horse riding after breakfast. Later I had a singing lesson with my tutor and I think I am really improving. For the rest of the day, I was quite bored. I read for a while and then I had dinner with my family and went to bed quite early.*

8 **Aim** To compare and contrast life in Edwardian England to life today

- Explain the task and give Ss three minutes to write a few sentences comparing life then and life now.
- Ask various Ss around the class to read out what they have written to the class.

**Suggested Answer Key**

*Life in Edwardian England was very different to today. They had servants whereas today we don't. These servants lived and worked in other people's houses, but that doesn't really happen today. Women were the property of their father or their husband and that's not true today. Women didn't have much freedom and weren't allowed to speak out which is not the case nowadays. Today we have much busier lives than in Edwardian times and people are equal in society whether they are rich or poor.*

**6c Culture Corner**

1 **Aim** To present the topic and read for gist

Read the rubric aloud and ask Ss to give Ss' time to read the text to find out the answers to the questions.

**Suggested Answer Key**

*Charles Dickens was an English writer in Victorian times. His novels were about life and ordinary people in the 19th century.*

2 **Aim** To form words from their derivatives

- Ask Ss to read the text again and think of a suitable word for each gap 1-6.
- Ask Ss to compare their answers with their partners. Check Ss' answers.

**Suggested Answer Key**

1 *adaptions*    3 *growth*      5 *education*  
2 *inspiration*    4 *unbelievable*    6 *celebration(s)*

## Module 6

- Refer Ss to the **Check these words** box and explain/ elicit the meanings of the words or ask Ss to use their dictionaries and look them up.

### Suggested Answer Key

**exhibition (n):** a display/showing of sth

**vivid (adj):** bright and colourful

**wander (v):** to walk around aimlessly

**grimy (adj):** dirty

**debtor (n):** sb who owes an amount of money to sb

**shoe polish (n):** a substance used for cleaning shoes

**expose (v):** to uncover sth

**cruel (adj):** harsh and unkind

**workhouse (n):** a place where people lived and worked very hard because they had nowhere else to live

**social reform (n):** improvements in situations in society

**injustice (n):** unfairness

**awareness (n):** knowledge that sth exists

**social justice (n):** fairness in society

### 3 **Aim** To consolidate new vocabulary

- Explain the task and give Ss time to complete it using the words in the list.
- Check Ss' answers.

#### Answer Key

- |         |         |           |          |
|---------|---------|-----------|----------|
| 1 theme | 3 grimy | 5 aspects | 7 child  |
| 2 vivid | 4 draw  | 6 cruel   | 8 social |

### 4 **Aim** To consolidate new vocabulary

- Go through the words/phrases in the list and give Ss time to match them to the words/phrases in bold in the text using their dictionaries if necessary.
- Check Ss' answers around the class.

#### Answer Key

**walking around** = wandering

**commerce** = trade

**strongly** = passionately

**very dirty** = grimy

**increase** = growth

**uncovered** = exposed

**continuously** = constantly

**unfairness** = injustice

### 5 **Aim** To consolidate information in a text

Ask various Ss around the class to say three things they remember from the text.

#### Suggested Answer Key

*I remember that Charles Dickens lived in the 1800s and wrote about life in London. I remember he wrote 35 novels and the 200-year anniversary of his birth was in February 2012.*

### 6 **Aim** To give a presentation on a famous author from the past in your country

- Explain the task and give Ss time to look up all the necessary information on the Internet. Then ask various Ss to present their information to the class.
- Alternatively, Assign the task as HW and ask Ss to give their presentation in the next lesson.

#### Suggested Answer Key

*Count Leo Tolstoy was born in 1828, not far from the Russian city of Tula. His family were aristocrats and wealthy, but the young Leo did not do well at university. He joined the army and fought in wars; later he travelled around Europe and settled down to write some of the world's greatest novels. His subject was society, from the lowest levels to the highest. Later he wrote books about religion, and raised awareness of social injustice. The major themes in the books are families, love, and war, and also the Russian countryside and the customs and beliefs of its people. Some of the most famous titles are War and Peace (1869) and Anna Karenina (1878). Leo Tolstoy died in 1910, and was mourned all over the world.*

## 6d Everyday English

### 1 **Aim** To introduce the topic

Direct Ss' attention to the adverts and ask Ss to read them. Elicit what Ss may be interested in seeing at each place.

#### Suggested Answer Key

*I would be interested to see where Charles Dickens lived and the desk where he wrote his stories. I would also be interested in visiting the Globe Theatre and learning about Elizabethan special effects.*

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

- Play the recording with pauses for Ss to listen and repeat chorally and/or individually.
- Pay attention to Ss' intonation and pronunciation.

### b) **Aim** To predict the content of a dialogue and listen and read for specific information

Elicit Ss' guesses in answer to the questions in the rubric and then play the recording. Ss listen and read the dialogue to find out.

**Answer Key**

They are at Shakespeare's Globe Theatre in London. They have been on the tour and now they are looking around the exhibition. They are going to see a play (A Midsummer Night's Dream) at the theatre tonight.

**3 Aim** To find synonymous phrases in a dialogue

Read the phrases in the rubric and elicit the synonymous ones in the dialogue from Ss around the class.

**Answer Key**

What a great idea! – What a brilliant idea!  
 Yes, it was quite an experience. – Yes, it was well worth it.  
 I've just thought of something. – I've just had a great idea.  
 I feel the same way. – Me too./So do I.

**Intonation**

**4 Aim** To present/practise intonation when commenting on an experience

- Play the recording with pauses for Ss to listen and repeat chorally and/or individually.
- Pay attention to Ss' intonation and pronunciation.

**Speaking**

**5 Aim** To role play a dialogue persuading sb to visit a tourist attraction

- Explain the situation and ask Ss to work in pairs and act out a dialogue using the diagram as a guide.
- Monitor the activity around the class and then ask various pairs to act out their dialogues in front of the class.

**Suggested Answer Key**

A: The exhibits were great, weren't they?  
 B: Yes, they were. I really enjoyed seeing Dickens' writing desk and chair.  
 A: Me too. The letters, manuscripts and photos were fascinating as well.  
 B: Yes. Shall we look around the special Oliver Twist exhibition now?  
 A: I'd love to. Look at this display!  
 B: That's interesting! Hey, I've just had a great idea.  
 A: What's that?  
 B: Why don't we try to get some tickets to see Oliver! the musical at the theatre tonight?  
 A: What a brilliant idea! Let's finish looking round the exhibition and then go to the café for some tea.  
 B: Sure.

**6e Lost cities**

**Vocabulary**

**1 a) Aim** To present topic-related vocabulary

- Play the recording with pauses for Ss to listen and repeat chorally or individually.
- Pay attention to Ss' intonation and pronunciation. Explain/Elicit the meanings of any unknown words.

**b) Aim** To describe pictures using topic-related vocabulary

Direct Ss' attention to the pictures and ask various Ss around the class to describe them using the vocabulary presented in Ex. 1a.

**Suggested Answer Key**

In picture A, there is a multi-coloured stone façade.  
 In picture B, there are some ruins underwater.  
 In picture C, there are some cave dwellings.  
 In picture D, there is a temple.

**Reading**

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

- Elicit Ss' guesses as to what the places in the pictures have in common.
- Play the recording. Ss listen and read the text to find out.

**Suggested Answer Key**

I think the places are all abandoned cities that have been rediscovered. They are all of archaeological interest.

**3 Aim** To read for specific information

- Ask Ss to read the questions 1-15 and underline the key words.
- Then give Ss time to read the text again and match each place (A-D) to the questions.
- Check Ss' answers.

**Answer Key**

1 D	4 C	7 A	10 D	13 A
2 A	5 A	8 D	11 B	14 B
3 B	6 C	9 B	12 B	15 D

- Refer Ss to the **Check these words** box and explain/elicite the meanings of the words or ask Ss to use their dictionaries and look them up.

**Suggested Answer Key**

**civilisation (n):** the culture and way of life of a society at a certain period in time



- rubble (n):** piles of broken stones after a building has collapsed
- ruins (n):** the remains of an old building/town
- mighty (adj):** very strong/powerful
- jeep (n):** a 4-wheel drive vehicle
- crack (n):** a narrow gap between two parts of sth
- tiled (adj):** having tiles fixed to it (**tile:** piece of stone/ ceramic)
- canyon (n):** a large valley with steep sides
- carved (adj):** cut from sth in order to form sth
- vibrant (adj):** brightly coloured
- thriving (adj):** growing, rich, busy
- conquered (pp):** defeated in battle
- loot (v):** to steal from damaged or abandoned buildings
- excavate (v):** to dig sth out of the ground carefully
- fade (v):** to become less apparent/visible
- reveal (v):** to uncover sth
- tempting (adj):** making you want to do/have it
- wreck (n):** the remains of a ship underwater
- colossal (adj):** very large
- visibility (n):** the ability to see objects clearly
- shield (v):** to protect sth from sth else
- run down (phr v):** to cause sth to lose power
- raider (n):** sb who invades and loots a place
- decay (v):** to become gradually damaged by nature
- exhilarating (adj):** very exciting
- vendor (n):** sb who sells sth
- advancing (adj):** coming closer
- spire (n):** the tall pointed part of a tower
- reconstruction (n):** the building of sth again to make it how it was originally
- heartening (adj):** making you feel happy and positive

**BACKGROUND INFORMATION**

Alexandria is a big city in Egypt, Africa. It is also Egypt's largest seaport and extends about 32 km along the coast of the Mediterranean Sea. People also call it 'The Mediterranean's Bride' or 'The Pearl of the Mediterranean'. Its official language is Arabic. **Cambodia** or the Kingdom of Cambodia is a country in southeast Asia. Its capital city is Phnom Penh and its official language is Khmer. **The Seven Wonders of the Ancient World** are: Great Pyramid of Giza, the Hanging Gardens of Babylon, the Temple of Artemis at Ephesus, the statue of Zeus at Olympia, the Mausoleum at Halicarnassus, the Colossus of Rhodes and the Lighthouse at Alexandria.

**4 Aim** To consolidate new vocabulary

- Give Ss time to complete the phrases with the words in the list referring back to the text if necessary.
- Check Ss' answers around the class.

**Answer Key**

- |             |             |            |
|-------------|-------------|------------|
| 1 security  | 5 rock      | 9 business |
| 2 electric  | 6 advancing | 10 breath  |
| 3 canyon    | 7 treasures |            |
| 4 fairytale | 8 rays      |            |

**5 Aim** To consolidate new vocabulary

- Direct Ss' attention to the words in the list and explain/ elicit their meanings.
- Give Ss time to use them to complete the sentences and then check Ss' answers.

**Answer Key**

- |                     |                |            |
|---------------------|----------------|------------|
| 1 humidity          | 5 plunged into | 9 deserted |
| 2 rubble, collapsed | 6 shielded     | 10 tempted |
| 3 abandoned         | 7 battle       |            |
| 4 crack             | 8 flames       |            |

**Speaking & Writing**

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

Elicit a variety of answers around the class.

**Suggested Answer Key**

Petra is carved out of red, white and pink sandstone on a cliff face. There are dozens of tombs and temples there.

Alexandria was the home of the Lighthouse of Pharos, one of the Seven Wonders of the Ancient World. Its ruins are 8 metres below the sea in the harbour.

Mesa Verde is in Colorado. It is the abandoned cave dwellings of the Asanazi, an ancient Native American tribe.

Angkor Wat was once a wealthy city. It is under threat from humidity and advancing jungle, but reconstruction and preservation is taking place.

**b) Aim** To expand the topic/To develop critical thinking skills

- Read the rubric aloud and give Ss three minutes to write a few sentences in answer to them.
- Ask various Ss around the class to read their sentences to the rest of the class.

**Suggested Answer Key**

It is important to preserve archaeological sites because it is a link to our past. We can learn a lot about the future by looking at the past and I think it is important to preserve our heritage for future generations.

I enjoy visiting historic sites because I like history and I like learning about how people lived in the past.

7 **Aim** To develop research skills; to give a presentation on another lost city or archaeological site

- Explain the task and give Ss time to look up information about another lost city or archaeological site and write about it covering the points in the rubric.
- Ask various Ss around the class to present their lost city or archaeological site to the class.
- Alternatively, assign the task as HW and ask Ss to present their information in the next lesson.

**Suggested Answer Key**

*Macchu Picchu in Peru is also called 'The Lost City of the Incas'. It was built in the 15th century at the height of the Incan Empire but then it was forgotten for centuries. It may have been a palace of the emperor Pachacuti or it may have been a religious place, but it was deserted only 100 years after it was built. It is only 50 miles from Cuzco, the Inca capital, but the Spanish conquerors could not find it. It was rediscovered in 1911 by an American historian and explorer called Hiram Bingham who was led there by the local Quechuan people.*

# 6f Subterranean world

## Vocabulary & Reading

1 a) **Aim** To present topic-related vocabulary

- Play the recording with pauses for Ss to listen and repeat chorally and/or individually. Pay attention to Ss' intonation and pronunciation.
- Then elicit the L1 equivalents from Ss around the class.

(Ss' own answers)

**BACKGROUND INFORMATION**

Paris is the capital city of France, a country in Europe. It is situated on the River Seine.

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

- Elicit Ss' guesses as to how the words/phrases in Ex. 1b could be related to Paris.
- Play the recording. Ss listen and follow the text in their books and find out.

**Suggested Answer Key**

*They all relate to the Paris Catacombs.*

2 **Aim** To read for specific information

- Explain the task to the Ss.
- Give them some time to complete it.
- Choose Ss to give their answers to the class.

**Answer Key**

1 2	3 2	5 3	7 1
2 1	4 3	6 2	8 2

- Refer Ss to the **Check these words** box and explain/ elicit the meanings of the words or ask Ss to use their dictionaries and look them up.

**Suggested Answer Key**

*sip (v): to drink sth slowly in small amounts*

*dungeon (n): an underground prison*

*anticipation (n): the feeling of waiting for sth eagerly*

*sinister (adj): spooky; menacing*

*decompose (v): to rot*

*inscription (n): a message written/carved in sth*

*carve out (phr v): to cut sth out of sth else*

*bustling (adj): busy with activity/people*

*emerge (v): to come out*

*sunlit (adj): receiving a lot of light from the sun*

3 **Aim** Reading for specific information

- Ask Ss to read the statements (1-8) and the possible answers and then give them time to read the text again and choose the correct answer for each one.
- Check Ss' answers around the class. Ss should justify their answers.

**Answer Key**

1 4	2 2	3 2	4 3	5 1
-----	-----	-----	-----	-----

4 **Aim** To consolidate new vocabulary

- Go through the list of words in the rubric and give Ss time to match them to the words in bold in the text.
- Tell Ss they may use their dictionaries if necessary.
- Check Ss' answers.

**Answer Key**

*made easier = cushioned*

*full of = infested with*

*collapsed = caved in*

*changing = transforming*

*walking in a relaxed way = strolling*

*polluted = contaminated*

*made appear = conjured up*

*in piles = stacked*

*moving quietly & slowly = creeping*

*caused to work = triggered*

*attraction = appeal*

5 **Aim** To identify thematically related words

- Give Ss time to read through the text again and list all the words related to fear and label their parts of speech.
- Ss compare their answers with their partners.

**Suggested Answer Key**

*dimly-lit (adj), bones (n), skulls (n), sinister (adj), cemeteries (n), skeletons (n), dark tunnel (n), infested (adj), rats (n), the unknown (n)*

**Grammar**

6 a) **Aim** To present/revise inversions

- Read the examples aloud. Explain that when we put a negative word at the beginning of a sentence the verb form should be in the interrogative. Refer Ss to the **Grammar Reference** section for more details.
- Elicit an example from the text.

**Answer Key**

*We form inversions by changing the word order to put the subject after the verb.*

*Example in the text: Never before had I seen such a sinister spectacle.*

b) **Aim** To practise inversions

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

**Answer Key**

- No sooner had they left when it started to rain.*
- Never before had she seen anything like this.*
- Only after saving for months could he afford the trip to Paris.*
- Rarely do people get the chance to see such a sight.*
- Had I been told the attraction was closed, I wouldn't have come.*

**Speaking & Writing**

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

- Ask Ss to look at the words/phrases in Ex. 1a again, then go through the text and make notes.
- Then ask various Ss to use the words in Ex. 1a and their notes to present the Paris Catacombs to the class.

**Suggested Answer Key**

*When we think of Paris we usually think of pavement cafés, but under the cafés there is a dimly lit winding staircase that leads down to the Paris Catacombs. When the cemeteries filled up in the 1700s, 6 million skeletons were moved underground. They transformed the limestone quarries into*

*catacombs. There is a maze of dark narrow tunnels filled with human skulls and hidden entrances. In WWII they were used by resistance fighters. Nowadays, people called cataphiles who live underground have created an elaborate world with secret cinemas, concert halls and restaurants. So, next time you see a manhole cover you can imagine the incredible hidden world underneath.*

7 **Aim** To express a personal opinion

- Read the rubric aloud and give Ss three minutes time to consider the questions and write some sentences.
- Elicit answers from Ss around the class.

**Suggested Answer Key**

*I would like to visit the Paris Catacombs because I think they would be very interesting. I would like to see the skulls and bones stacked along the sides of the tunnels and the secret cinemas and restaurants.*

**6g Skills**

1 a) **Aim** To present and practise new vocabulary

- Ask Ss to read the words in the list and then the headlines.
- Give Ss time to complete the task.

**Answer Key**

- |            |                 |             |
|------------|-----------------|-------------|
| 1 Army     | 6 demonstration | 11 defeated |
| 2 vote     | 7 Navy          | 12 enemies  |
| 3 survival | 8 defend        | 13 invaded  |
| 4 Battle   | 9 Air force     |             |
| 5 protest  | 10 attack       |             |

b) **Aim** To listen for confirmation and translate the headlines

- Play the recording. Ss listen and check their answers.
- Then elicit the L1 equivalents from Ss around the class.

*(Ss' own answers)*

**Speaking**

2 a) **Aim** To compare photographs

- Read the **Study Skills** box aloud and explain that this tip will help Ss to complete the task successfully.
- Go through the key language in the box and give Ss time to compare the photographs and say which way of protesting they think will be the most effective.

**Suggested Answer Key**

Picture A shows protesters. In the foreground a girl is shouting a message through a megaphone and there is an angry crowd in the background. It seems to be a public demonstration and they are trying to make a point about something. The crowd is being held back by a police barrier. This type of protest probably gets immediate attention and publicity. In picture B there are banners with slogans on them in the foreground and in the background there are tents, so I think people are camping out in protest. This seems to be more of a silent protest. The protesters probably sleep in tents and try to make people more aware of the problem.

(Note: NAFTA stands for "North American Free Trade Agreement")

b) **Aim** To analyse a model answer/To identify discourse

- Play the recording and ask Ss to analyse the answer and identify the language the speaker uses to structure their discourse.
- Elicit answers from Ss around the class.

**Suggested Answer Key**

*give an opinion:* in my opinion

*compare:* on the other hand

*list/add points:* To begin with

*speculate:* it looks like they might be, this must be

**Listening**

3 **Aim** To listen for specific information

- Ask Ss to read the rubrics.
- Play the recording. Ss listen and match the speakers to the rubrics.
- Check Ss' answers.

**Answer Key**

Speaker A 2	Speaker C 1	Speaker E 3
Speaker B 4	Speaker D 5	extra 6

**6h Curricular: History**

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

- Elicit Ss' guesses as to what roles women took during WWII.
- Give Ss time to read the text and find out.

**Answer Key**

Women worked in factories, ploughed fields, harvested crops and drove ambulances and did a lot of the jobs that the men usually did.

2 **Aim** To put words in the correct form

- Ask Ss to read the text concentrating on identifying what tense or voice the verbs should be in
- Give Ss time to complete the task.
- Check Ss' answers.

**Answer Key**

- |                    |                  |
|--------------------|------------------|
| 1 were employed    | 6 spent          |
| 2 themselves       | 7 had signed up  |
| 3 doing            | 8 first          |
| 4 earned           | 9 as hard/harder |
| 5 wasn't – was not |                  |

- Refer Ss to the **Check these words** box and explain/elicit the meanings of the words or ask Ss to use their dictionaries and look them up.

**Suggested Answer Key**

**war services (phr):** organisation that helps during war

**call upon (phr v):** to ask sb to do sth

**isolated (adj):** alone; far away from others

**plough fields (phr):** to use a machine to turn over the soil in a field, making it ready to plant seeds

**harvest crops (phr):** to collect the edible plants from a field when they are ready to eat

**take pride in (phr):** to do sth well because you believe in it

**supplies (n):** food and other things necessary for living

**ammunition (n):** bullets and bombs

**armed forces (n):** the army, navy and air force of a country

**bomb shelter (n):** a place (usually underground) to be safe from air attacks

**sign up (phr v):** to agree to do sth by signing a form

**voluntary services (phr):** organisations that organise helpers and unpaid workers

**ambulance (n):** a vehicle for taking people to hospital

**secret agent (phr):** a spy who is undercover

**weapon (n):** an object used in fighting or war e.g. gun, knife, bomb

**front line (phr):** the place where opposing armies face each other in war and fight

**triumph (v):** to win

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

- Play the recording. Ss listen and read the text again. Ss can write the headings into their notebooks and make notes under each one and then use their notes to tell their partners.
- Monitor the activity around the class and then ask some Ss to tell the class.

**Suggested Answer Key**

The Women's Land Army called on women to plough fields, look after animals and harvest crops. Many women took jobs in factories, making ammunition, army uniforms and even aeroplanes. Women who lived in cities spent the night in bomb shelters and then went to work the next morning. Girls as young as 14 signed up for voluntary services and even the future Queen of England drove ambulances. Some women also worked as secret agents during the war.

- 4 **Aim** To develop research skills/To give a presentation on what women in your country did during WWII

- Explain the task and ask Ss to collect information from the Internet and then report back to the class.
- Alternatively, assign the task as HW and ask Ss to present their information in the next lesson,

**Suggested Answer Key**

During WW2, Russian women probably did more for the war effort than women in any other country. Not only did they work on farms and in factories, they fought in the Soviet armed forces, too. Most women were nurses but some were bomber pilots, tank crews, and snipers. Other women worked in dangerous roles as partisans and secret agents. Many Russian women received medals for their bravery.

**BACKGROUND INFORMATION**

WWII (the Second World War) started on 1st September, 1939 and ended on 2nd September, 1945. It was a war where most countries got involved forming two opposing military alliances: the Allies (the Soviet Union, the US, the UK, China, France, Poland, Canada, Australia, New Zealand, South Africa, Yugoslavia, Greece, Norway, the Netherlands, etc) and the Axis powers (Germany, Japan, Italy, Hungary, Romania, Bulgaria, etc). The war ended with the Allies winning.

**6i Writing**

- 1 **Aim** To analyse a rubric

- Ask Ss to read the rubric and answer the questions. Refer Ss to **Writing Bank 6** for theory.
- Check Ss' answers.

**Suggested Answer Key**

- 1 an article about a historic place in my country
- 2 international students/people who visit a website for international students
- 3 a description of the place and why it is an interesting place to visit
- 4 semi-formal because it is for students my own age, but it's also for a website
- 5 A, B, C, E

- 2 **Aim** To analyse the structure of a model article

- Ask Ss to read the model and say what information is included in each paragraph.
- Check Ss' answers.

**Answer Key**

Para 1 = name, location, reason for choosing the place  
 Para 2 = most famous for, history and architecture  
 Para 3 = things to see and do  
 Para 4 = final comments

- 3 **Aim** To consolidate adjectives through antonyms

- Ask Ss to look at the adjectives in bold in the model and write them next to their opposites 1-12.
- Elicit answers from Ss around the class.

**Answer Key**

- |                     |                                |
|---------------------|--------------------------------|
| 1 cool – warm       | 7 inconvenient – ideal         |
| 2 modern – ancient  | 8 tiny – huge                  |
| 3 ugly – beautiful  | 9 unpleasant – pleasant        |
| 4 dull – lively     | 10 uninteresting – fascinating |
| 5 noisy – peaceful  | 11 unfashionable – trendy      |
| 6 awful – wonderful | 12 manmade – natural           |

- 4 a) **Aim** To present order of adjectives

- Go through the theory on p. 120 and refer Ss to the **Grammar Reference** section for more detail.
- Elicit examples of more than one adjective together from the model in Ex. 2 and elicit which nouns they describe and what type of adjective each is.
- Check Ss' answers on the board.

**Answer Key**

beautiful, wonderful (place) opinion  
 magnificent, huge (temple) opinion, size  
 ancient stone (pavements) age, material  
 interesting 18th century (architecture) opinion, age

b) **Aim** To practise order of adjectives

- Read out the example and then give Ss time to complete it.
- Check Ss' answers.

**Answer Key**

- 2 well-preserved, ancient Roman ruins
- 3 stunning, small, bronze statue
- 4 breathtaking, mediaeval castle
- 5 impressive, tall, modern buildings
- 6 wonderful, traditional Italian restaurant

5 **Aim** To practise descriptive language (adjectives/adverbs)

- Ask Ss to read the paragraphs A-C and the adjectives/adverbs in the lists and fill the gaps accordingly.
- Check Ss' answers.

**Answer Key**

- A**
- |               |                 |
|---------------|-----------------|
| 1 pleasant    | 4 sparkling     |
| 2 tree-lined  | 5 extremely hot |
| 3 spectacular |                 |
- B**
- |                        |             |
|------------------------|-------------|
| 1 beautifully-designed | 4 cheerful  |
| 2 ancient              | 5 leisurely |
| 3 incredibly           |             |

6 a) **Aim** To identify phrases referring to the senses

Refer Ss back to the model in Ex. 2 and elicit all the words/phrases that refer to the senses from various Ss around the class.

**Answer Key**

- warm water – touch  
 see the steam rising – sight  
 admire the magnificent, huge temple – sight  
 feel the ancient stone pavements under your feet – touch  
 admire the interesting 18th century architecture – sight  
 soak up the sun – touch

b) **Aim** To practise descriptive language (use of the senses in descriptions)

- Explain the task.
- Give Ss time to complete it.
- Check Ss' answers around the class.

**Answer Key**

- 1 feel the road (touch)
- 2 view of the city (sight)
- 3 footsteps on the stone floor echoed (hearing)
- 4 scent of the flowers (smell)
- 5 delicious food (taste)

7 a) **Aim** To analyse a rubric and prepare for a writing task

- Ask Ss to read the rubric and underline the key words and then give them time to answer the questions.
- Check Ss' answers around the class.

**Suggested Answer Key**

**Key words:** international travel magazine, article, describing, important historic place, why you would recommend it to visitors, 120-180 words

- 1 I am writing for an international travel magazine.
- 2 I must include a description of the place and my recommendation.
- 3 I will write 4 paragraphs. Para 1 = name, location of place, reason for choosing; Para 2 = description of place, Para 3 = why important in history, Para 4 = recommendation

b) **Aim** To prepare for a writing task

- Ask Ss to decide on a place and write the headings in the plan into their notebooks and make notes under them.
- Give Ss time to turn their notes into full sentences using appropriate adjectives/adverbs.

**Suggested Answer Key**

**Name:** Yaroslavl  
**Location:** 250 km northeast of Moscow, where the Volga and Kotorosl rivers meet  
**Reason for choosing:** Very beautiful buildings  
**Description of place:** Many amazing churches from the 16th and 17th centuries; paintings, characteristic domes, wide tree-lined streets, Volga embankment, parks in the south.  
**Activities/Facilities:** See the buildings, riverside promenade, see ice-hockey team, 'Lokomotiv Yaroslavl', go to nearby Demino for winter sports like cross-country skiing.  
**Why it is historically important:** One of the earliest Russian cities, founded by Yaroslav the Wise, improved by Catherine the Great. Parts date back over 2000 years. UNESCO World Heritage Site 2005  
**Why I like it/recommend it:** Whatever time of year, something to impress

8 **Aim** To write a description of a place

- Refer Ss to **Writing Bank 6** for theory and practice.
- Give Ss time to write their description using their answers from Ex. 7 and the plan, then check Ss' answers.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

**Suggested Answer Key**

Yaroslavl is a beautiful Russian city and a major tourist attraction. It is about 250 km northeast of Moscow, where the Volga and Kotorosl rivers meet. I chose to recommend it because the city has so many beautiful buildings.

It is best-known for its amazing 16th and 17th century churches, with their characteristic domes and beautiful paintings on the interior walls. The city has wide, tree-lined streets and a pleasant embankment next to the Volga river. In the south of the city, are parks and green areas.

However, the city has other things to be proud of. The ice-hockey team, 'Lokomotiv Yaroslavl', is one of the best in Russia. Sports fans should also try to get to nearby town of Demino to try winter sports like cross-country skiing.

The city takes its name from King Yaroslav the Wise, who officially founded the city sometime around 1010AD. Later, Catherine the Great expanded and improved it. The city was made a UNESCO World Heritage Site in 2005.

I would recommend a visit to anyone. Whatever time of year you arrive, you will always find something to impress you in Yaroslavl!

- 4 2 (He liked innovations and he knew how to adapt to his environment.)
- 5 3
- 6 1 (they are very misunderstood, Neanderthal man survived for 270,000 years)
- 7 3
- 8 2 (That's not a bad shoe – Actually it's a soup bowl)

3 **Aim** To consolidate new vocabulary

- Give Ss time to match the words/phrases.
- Check Ss' answers around the class.

**Suggested Answer Key**

not advanced – primitive  
 new ways of doing things – innovations  
 developed over time – evolved  
 really interested in – passionate about  
 had difficulty speaking clearly – spluttered  
 OK to eat – edible

**Speaking**

4 **Aim** To give a talk and evaluate a partner's talk

- Read the rubric aloud and ask Ss to take turns and give a short talk on history to their partner.
- Ss then use the questions to evaluate each other's talks and report back to the class.

**Suggested Answer Key**

**Key words:** 1.5-2 minutes talk, the importance of history, how important, as a school subject, what period, most interested in, why, what, favourite historical place or site, your country, why

History is part of the school curriculum for several very good reasons. One of the most important reasons is that history shows us the mistakes that people have made in the past and allows us to avoid the same mistakes. Learning your country's history can give you a sense of national pride. It tells us about the struggles that ordinary people had to go through, ordinary people like our parents and grandparents. Also, learning about the past shows us how our society has developed over the years. In my opinion, studying history gives us a better sense of who we are, individually or as a society.

I'm most interested in the history of Ancient Rome. I love reading about how they conquered different countries and grew into an empire that influenced a lot of the world. They left their mark on most of the countries they invaded and were highly advanced in their military strategies. I'd love to visit Rome one day to see the Colosseum where gladiators fought against each other and wild animals.

One of my favourite historical places is Kizhi Pogost on Lake Onega, Karelia. There are two churches that date from the 18<sup>th</sup> century there, but the really interesting thing about them is the architecture and

**RNE Skills 6**

**Reading**

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

- Ask Ss to read the title and the first sentence in each paragraph. Elicit Ss' guesses as to what they think the text is about.
- Play the recording. Ss listen and read the text to find out.

**Suggested Answer Key**

I think the article is about holidays where people pretend to live in the Stone Age.

2 **Aim** To read for specific information

- Explain the task and ask Ss to read the statements 1-8.
- Give Ss time to read the text again and complete the task.
- Check Ss' answers and ask them to give justifications.

**Answer Key**

- 1 3
- 2 2 (it is illegal to hunt in the area, the menu is mainly vegetarian)
- 3 1 (no clothing has ever been found)

the fact that they are made from wood. It's a UNESCO World Heritage site, but not many people know about it outside of Russia.

- 1 Yes, he/she included all the points.
- 2 Yes, he/she used a friendly confident tone and looked me in the eye.
- 3 Yes, he/she used correct pronunciation/intonation.
- 4 Yes, he/she used appropriate phrases to structure his/her discourse.

### Speaking

- 5 **Aim** To answer questions from a telephone survey

- Explain the task to Ss.
- Allow Ss time to read the questions and prepare their answers.
- Tell Ss to practise in pairs, taking turns asking and answering the questions.
- Ask some Ss to do the task in front of the class.

#### Suggested Answer Key

**Electronic Assistant:** Could you tell me how old you are, please?

**Student:** Yes. I'm 15 years old.

**Electronic Assistant:** What kind of holidays, short breaks or excursions do you normally enjoy going on?

**Student:** I enjoy going on camping trips because I love nature and enjoy spending time fishing with my dad.

**Electronic Assistant:** What kind of activities would you enjoy doing while on a trip to a city?

**Student:** I would enjoy going on a bus tour of the city and then walk around on my own to discover parts of the city less known to tourists.

**Electronic Assistant:** Do you prefer value for money over a high standard of food and accommodation?

**Student:** Yes I do because to me a hotel is a place for me to leave my things somewhere secure and have a good night's rest. Therefore, I don't think that high standard accommodation is necessary.

**Electronic Assistant:** What kind of evening entertainment would be popular with young people on a city break?

**Student:** I believe that young people would enjoy dance clubs or the cinema as evening entertainment.

**Electronic Assistant:** What's the best holiday or short break you've ever had?

**Student:** The best holiday I had was when I went to EuroDisney in France 3 years ago with my family. I had so much fun.

**Electronic Assistant:** That is the end of the surgery. Thank you very much for your assistant.

- 6 **Aim** To practise word formation

- Give Ss time to read the text and do the task.
- Ss compare answers in pairs.

#### Suggested Answer Key

- |               |             |             |
|---------------|-------------|-------------|
| 1 likely      | 3 discovery | 5 wealthy   |
| 2 beautifully | 4 powerful  | 6 colourful |

### Listening

- 7 **Aim** To complete the sentences

- Explain the task to Ss.
- Play the recording with pauses for Ss to listen.
- Elicit the right ending.

#### Suggested Answer Key

- 1 2    2 1    3 2    4 1

### Writing

- 8 **Aim** To write an email

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

#### Suggested Answer Key

Dear Jake,  
I am happy to hear you enjoyed your visit to Paris! I would like to visit Barcelona in Spain. I've heard the buildings and beaches, are great, and I like tapas – Spanish food! I enjoy travelling with my family, but I would prefer to go on a school trip. That way, I could experience the city with my friends. It depends on the city, but my favourite activity is to travel around on a bus or tram, stopping whenever I feel like it. Many cities have an all-day ticket, which is ideal for this sort of sight-seeing. I hope you are enjoying the second half of term. Write soon!  
Yours,  
Alyosha

## Language in Use **6**

- 1 **Aim** To practise phrasal verbs

- Direct Ss' attention to the diagram and give them time to complete the task.
- Check Ss' answers.

#### Answer Key

- |           |            |             |
|-----------|------------|-------------|
| 1 fill in | 3 broke in | 5 fitted in |
| 2 hand in | 4 gave in  | 6 push in   |

- 2 **Aim** To practise prepositional phrases

- Give Ss time to do the task.
- Check Ss' answers.



# Module 6

## Answer Key

- 1 for                      3 with                      5 into  
2 of                        4 of

### 3 **Aim** To practise collocations

- Give Ss time to do the task.
- Check Ss' answers.

#### Answer Key

- 1 rubbish                  5 silent                  9 comforts  
2 fighters                6 weapon                10 excavation  
3 wealthy                7 deck  
4 planes                  8 human

### 4 **Aim** To practise word formation

- Give Ss time to do the task.
- Check Ss' answers on the board.

#### Answer Key

- 1 demonstrators                  4 management  
2 existence                        5 refreshments  
3 unbelievable

### 5 **Aim** To practise words often confused

- Give Ss time to do the task. Ss can use their dictionaries if you wish.
- Check Ss' answers. As an extension, ask Ss to make sentences using the other option.

#### Answer Key

- 1 collided 2 roles 3 barrier 4 glimpsed

#### Suggested Answer Key

- 1 The car **crashed** into a tree.  
2 He was just the right person for the **part** in the film.  
3 He managed to overcome all the **obstacles** and succeed.  
4 She **glanced** at her watch while waiting for the bus.

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

- Give Ss time to read the text and do the task.
- Elicit a variety of answers around the class.

## Russia 6

### Reading & Listening

#### 1 **Aim** To introduce the topic and stimulate Ss' interest

- Elicit what Ss know about the topic.
- Elicit various questions from Ss around the class and write three on the board.

- Play the recording and elicit if the questions were answered.

#### Suggested Answer Key

I know that it is in St Petersburg and that it has a huge collection of art from all over the world.

How many people visit it each year?

How many works of art it contains?

Who started the museum?

The text answered all of my questions.

#### 2 **Aim** To read for comprehension

- Ask Ss to read the headings A-H and give them time to read the text again and complete the task.
- Check Ss' answers.

#### Suggested Answer Key

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

- Refer Ss to the **Check these words** box and explain/ elicit the meanings of the words or ask Ss to use their dictionaries and look them up.

#### Suggested Answer Key

**range (v):** to include a variety of things

**reign (n):** the time a monarch rules a country

**sheer (adj):** used to emphasise the situation, utter

**artefact (n):** an object with historical significance

**feature (v):** to include, be part of

**branch out (phr v):** to expand (a business) into areas that are different from its normal activities

#### 3 **Aim** To consolidate new vocabulary

- Give Ss time to match the words to the meanings.
- Check Ss' answers.

#### Suggested Answer Key

bought hoping it will become more valuable – invested

remarkable/amazing – awe-inspiring

necessary/very important – vital

latest/newest – state-of-the-art

mixes – blends

moves through quickly – sweeps

moved into something different – branched out

amazing – magnificent

#### 4 **Aim** To expand the topic

- Give Ss time to find out more information about the Hermitage Museum on the Internet or in encyclopaedias and then ask various Ss to report back to the class.

- Alternatively, assign the task as HW and ask Ss to present their information in the next lesson.

**Suggested Answer Key**

*The Art Restoration and Storage Centre of the State Hermitage is a very interesting place to visit and not just for the tour. There is a display of Russian furniture that has over 1,200 exhibits from the last two hundred years. There is also the Hall of Carriages that contains some incredible carriages that were actually used on some historic occasions. There is a separate area for sculpture, tapestries and a whole department dedicated to Oriental art.*

## REVISION KEY

### Revision 1

- 1 1 aisle 5 unemployment 9 proceed  
2 edible 6 temporary 10 suspicion  
3 sell-by 7 secluded  
4 migrated 8 bustling
- 2 1 is 3 gets  
2 holds 4 Have you visited
- 3 1 was looking, were standing  
2 didn't have  
3 was showing, started  
4 had already been waiting, announced
- 4 1 strangest 3 higher, higher  
2 worse, more difficult 4 more careful
- 5 1 out 2 out 3 off 4 out
- 6 1 B 2 A 3 C 4 E 5 D

### Revision 2

- 1 1 relief 5 invisible 9 rotten  
2 glittered 6 spoilt 10 experienced  
3 sweating 7 open-minded  
4 far-fetched 8 raw
- 2 1 is doing 6 will be filming  
2 are going 7 are going to knock  
3 is going to bite 8 will have invented  
4 will have found 9 will take  
5 will have been 10 won't have finished
- 3 1 go 5 taking part 9 to visit  
2 to try 6 wear 10 to come  
3 going 7 not to eat  
4 eating 8 to see
- 4 1 D 2 E 3 B 4 A 5 C

### 5 Suggested Answer Key

Some of the highest earners in society are professional athletes. While some people feel that they earn far too much, my opinion is that their pay is justified.

Firstly, athletes work extremely hard. Since their level of pay depends on their performance, professional athletes must train regularly in order to maintain their fitness and keep achieving good results.

Furthermore, they are role models in society. In particular, children hold athletes in high regard and strive to be more like their idols. This encourages young people to be physically fit and to have strength and determination.

On the other hand, some people feel that athletes do not provide a vital service to society. They

believe medical and teaching professionals should earn what athletes do because they contribute more to society. Also, they believe that athletes' high salaries make sporting events expensive for spectators. To sum up, while some people feel that athletes do not deserve their pay, I believe that it is justified. Athletes are talented, hardworking people who are positive role models in society. Therefore, they deserve to be highly paid.

### Revision 3

- 1 1 indigestion 5 flicked 9 insomnia  
2 side effects 6 refreshed 10 relieve  
3 mood 7 tickled  
4 treat 8 warm-up
- 2 1 Acupuncture might/may/could help to relieve migraines, but I am not convinced.  
2 I was so furious I had to count to ten before I replied.  
3 Dan must/has to see a doctor. He is always exhausted.  
4 You needn't/don't have to/don't need to get angry. Take it easy!  
5 If you want to, you could try hypnotherapy.  
6 Visitors mustn't swim in the Sulphur Bath. It is dangerous!  
7 Robert can't play rugby as he has a bad back.  
8 Kiera can't/mustn't go scuba diving because of an ear infection.  
9 Tracey can't have been dancing in the club as she is studying for exams.  
10 You should/ought to go and see a doctor.
- 3 1 is unlikely to 3 'm supposed to 5 are to  
2 is bound to 4 had better
- 4 1 D 2 C 3 B 4 E 5 A

### 5 Suggested Answer Key

#### Introduction

The aim of this report is to suggest ways of improving the community centre in order to make it more appealing to people of all ages.

#### Décor

The décor is in need of being updated. The centre needs to be redecorated in brighter colours with modern furniture. This would make it more attractive to visitors.

#### Facilities

Currently, there is a lack of modern facilities in the centre. Therefore, it would be a good idea to open a computer room. If we did this, the centre would be far more appealing to people of all ages.

#### Activities/Events

Although the centre is well-known in the community, it does not hold events that appeal to

a wide audience. The addition of social events such as a weekly quiz and fitness classes would help to attract more people. These could be advertised on posters and social networking sites, which would be inexpensive ways to promote the centre.

**Conclusion**

To sum up, I feel that improved décor and facilities as well as additional events would make the community centre far more appealing to people of all ages.

**Revision 4**

- |   |   |                  |    |            |
|---|---|------------------|----|------------|
| 1 | 1 | situated         | 6  | gossip     |
|   | 2 | poverty-stricken | 7  | capture    |
|   | 3 | sparkling        | 8  | appalled   |
|   | 4 | swing            | 9  | Assembling |
|   | 5 | faint-hearted    | 10 | gathered   |

**2 Suggested Answer Key**

- 1 Jo's videos have been seen by one million people.
- 2 He is said to be the best actor in the world.
- 3 Christian was told he had TB in 2009.
- 4 His photos are enlarged before they are pasted on walls.
- 5 The new play is going to be directed by Sam.
- 6 The concert will be attended by over 1,000 people.
- 7 David was trained by a professional opera singer.
- 8 Broadsheet newspapers are considered to be more serious than tabloids.
- 9 All the concert tickets had been sold.
- 10 The script is being written for the new film.

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

- |   |   |                |    |                      |
|---|---|----------------|----|----------------------|
| 4 | 1 | wouldn't be    | 6  | will get             |
|   | 2 | went           | 7  | attend               |
|   | 3 | would you give | 8  | were                 |
|   | 4 | had            | 9  | could                |
|   | 5 | wouldn't go    | 10 | wouldn't have become |

**5 Suggested Answer Key**

Every year, the city of Moscow commemorates its founding with a festival called 'Den Gorod'. It takes place on the first Saturday of September, but a lot of the celebrations go on all month. However, the weekend is especially full of activities. I went on 2015 and had a great time at the city's 868th birthday!

Events happen all over the city. Almost every museum and art gallery is open and free, many putting on special guided tours. However, many of the roads and squares are closed to traffic, so you have to walk or take the metro. A lot of the celebrations are held in the city's parks. In Sokolniki Park, there were many jazz bands. In Muzeon Park, the music style was hip-hop and

indie. It was not all about music, though. The kids loved the activities put for them in VDNKh Park. My favourite was the Hermitage Garden Park, which had open-air theatre shows, including Chekov's *The Seagull*. There was delicious food of all types and the atmosphere was exciting and vibrant. The weekend ended with an amazing firework display. I would definitely recommend it to anyone thinking of visiting Moscow.

**Revision 5**

- |   |   |           |   |            |   |          |
|---|---|-----------|---|------------|---|----------|
| 1 | 1 | detected  | 4 | perform    | 7 | currents |
|   | 2 | promising | 5 | pinpointed | 8 | wanders  |
|   | 3 | wasteful  | 6 | persistent | 9 | collapse |

- 2 1 He warned me to stop swimming so fast or I'd run out of air.
- 2 He complained that Sam was always late.
- 3 John asked me if I could help him move house.
- 4 He suggested going to the Planetarium on Saturday.
- 5 She reminded me to clean the sink.
- 6 The scientist ordered us not to touch his equipment.

- |   |   |         |   |                |   |       |
|---|---|---------|---|----------------|---|-------|
| 3 | 1 | lots of | 3 | Many           | 5 | a few |
|   | 2 | All     | 4 | a good deal of |   |       |

- 4 1 Mr Brown had a new factory built last year.
- 2 Mike has just had his book published.
- 3 I am having my computer fixed today.
- 4 Matt has his lab cleaned every day.
- 5 We are going to have our boat painted.

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

**6 Suggested Answer Key**

One warm day last spring, my friend Tommy suggested going for a picnic in the countryside. There were a few dark clouds on the horizon, but we decided to risk it.

After a lovely relaxing walk over a pretty hill, we sat down in a meadow and ate our tasty picnic. Then, just as I was drifting off to sleep on the ground, I felt a big fat raindrop splash onto my nose. "Quick, get under that tree!" Tommy shouted. We sheltered under the thick branches.

Suddenly, I noticed something appear on the ground nearby as the rain washed over it. It looked like the top of an old-fashioned wooden box. I asked Tommy to help dig it out with our hands and eventually we had uncovered it. Slowly, we opened the box. It was full of shiny coins!

The box was too heavy to move, so when the rain stopped, we called a local archaeological museum on Tommy's mobile. Experts arrived soon afterwards and told us that we had found some

## REVISION KEY

extremely valuable old coins. A few weeks later we received a reward. We were delighted! What an amazing discovery!

### Revision 6

- 1 1 shiver, eerie                      6 deck  
2 glimpsed                              7 cracked  
3 protesters                            8 armed forces  
4 ruled over                            9 vanished  
5 ordering me around
- 2 1 Little                              5 which                              9 when  
2 why                                    6 who                                10 neither  
3 No sooner                            7 Never  
4 On no account                      8 which
- 3 1 in case it is  
2 despite being afraid  
3 on account of  
4 such an impressive statue  
5 even though it was
- 4 1 C            2 A            3 E            4 B            5 D

### 5 Suggested Answer Key

Murmansk is a very important place in Russia, and a city that has importance for the whole world. It is on the far north-west coast of Russia, not far from Scandinavia. Although it is well within the Arctic Circle, it is unusual because the water in the port does not freeze. This means shipping can continue all year round. This made it very important during both World Wars, as European countries and America could send help to Russia over the sea. Murmansk is not an old place; in fact, it's barely a hundred years old! Dating from 1915, it was the last city to be founded by the Tsars of Russia. Today, it is an important industrial and fishing town, and is set to become even bigger as more ships come over the Arctic Ocean from Canada. Not many tourists come to Murmansk, but those that do come for a special reason: to take an amazing Arctic cruise on one of the city's nuclear-powered icebreaker ships.

**Vocabulary Bank 1**

**1a Vocabulary from the text *Home on the Road* (p. VB1)**

- 1 1 settle 5 participate 9 attached  
 2 flee 6 migrate 10 assumed  
 3 shear 7 rear  
 4 witness 8 struck
- 2 1 granted 4 recent 7 unique  
 2 ancient 5 treat 8 show  
 3 traditional 6 face
- 3 a) 1 D 3 F 5 H 7 C  
 2 G 4 A 6 E 8 B
- b) 1 still huts 5 water holes  
 2 satellite dish 6 daily life  
 3 dairy products 7 livestock herders  
 4 ancient script 8 monsoon season

**Topic vocabulary *People* (p. VB2)**

4 Face	long, thin, full, round, oval
Nose	long, thin, flat, straight, turned-up, small
Eyes	almond-shaped, small, round, close-set
Hair	long, curly, wavy, frizzy, short, bald, straight
Skin	pale, freckled, wrinkled, olive
Lips	thin, full

- 5 1 big-headed 5 thoughtless 9 modest  
 2 nosy 6 unreliable 10 sensible  
 3 sensitive 7 sympathetic  
 4 considerate 8 bossy
- 6 a) 1 F 3 I 5 C 7 A 9 D  
 2 E 4 H 6 J 8 B 10 G
- b) 1 cheerful 4 outgoing 7 greedy  
 2 imaginative 5 rude 8 polite  
 3 thick-skinned 6 shy

**1b Vocabulary from the text *The Ultimate Culture Clash* (p. VB3)**

- 1 1 care 4 experience 7 treasure  
 2 eased 5 adapt 8 pause  
 3 swap 6 observed
- 2 1 hospitality 4 emotional 7 overwhelming  
 2 gasps 5 rare 8 shocked  
 3 secluded 6 source

**Topic vocabulary**

- 3 1 shade 5 habit 9 crossing  
 2 shadow 6 tradition 10 trip  
 3 shook 7 cultural 11 voyage  
 4 nodded 8 travel 12 journey
- 4 1 E 3 F 5 D 7 A  
 2 H 4 G 6 B 8 C

**Suggested Answer**

- 1 People who don't have much money only buy the basics when they go to the supermarket.  
 2 Sarah goes running and does regular exercise to keep fit.  
 3 I don't really like to follow fashion.  
 4 John swims regularly to keep in shape.  
 5 I always look for bargains when I go shopping.  
 6 Jim likes to read tabloid newspapers but I prefer the broadsheets.  
 7 I spend money on clothes only when it's necessary.  
 8 My friends and I surf the Internet every day.

**1e Vocabulary from the text *The Bin Scavengers* (p. VB4)**

- 1 1 roped 3 scavenge 5 balanced  
 2 recycle 4 inspired 6 tucked
- 2 1 frozen 4 discarded 7 sealed  
 2 crash 5 urban 8 pitying  
 3 edible 6 closing

**Topic vocabulary *Cooking methods***

- 3 1 roast 4 boil 7 melt  
 2 stewed 5 simmer 8 fried  
 3 bakes 6 steam

**Taste & Texture**

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

**1f Vocabulary from the text *Heathrow is my Home* (p. VB5)**

- 1 1 permanent 5 awoken 9 presentable  
 2 engaged 6 distinguish 10 suspected  
 3 overnight 7 temporary  
 4 hoping 8 detect

**Topic vocabulary *Travel***

- 2 1 D 3 F 5 I 7 B 9 A  
 2 C 4 H 6 G 8 J 10 E
- 3 1 runway 5 take-off 9 arrivals  
 2 seat 6 altitude 10 customs  
 3 terminal 7 departures 11 check-in  
 4 cargo 8 aisle 12 gate
- 4 1 E 2 D 3 A 4 F 5 B 6 C

**Vocabulary Bank 2**

**2a Vocabulary from the text *Waiter, There's a Scorpion in My Soup!* (p. VB6)**

- |   |               |                |             |
|---|---------------|----------------|-------------|
| 1 | 1 scorpion    | 10 beetle      | 19 slug     |
|   | 2 fly         | 11 earthworm   | 20 snail    |
|   | 3 dragonfly   | 12 butterfly   | 21 flea     |
|   | 4 ant         | 13 moth        | 22 ladybird |
|   | 5 maggot      | 14 spider      | 23 shrimp   |
|   | 6 grasshopper | 15 tarantula   | 24 lobster  |
|   | 7 cricket     | 16 cockroach   | 25 termite  |
|   | 8 bee         | 17 centipede   |             |
|   | 9 wasp        | 18 caterpillar |             |

**(p. VB7)**

- |   |                 |         |            |
|---|-----------------|---------|------------|
| 2 | 1 contamination | 3 pests | 5 delicacy |
|   | 2 fraction      | 4 dough | 6 source   |

**Topic vocabulary**

- |   |              |             |             |
|---|--------------|-------------|-------------|
| 3 | 1 digestible | 5 common    | 9 agreeable |
|   | 2 edible     | 6 regular   | 10 likeable |
|   | 3 ample      | 7 plentiful |             |
|   | 4 abundant   | 8 generous  |             |

**Food preparation**

- |   |           |                  |          |
|---|-----------|------------------|----------|
| 4 | 1 peel    | 5 add            | 9 pour   |
|   | 2 cut     | 6 break          | 10 grate |
|   | 3 Chop    | 7 beat           |          |
|   | 4 slice   | 8 stir           |          |
| 5 | 1 sieve   | 5 chopping board | 9 pan    |
|   | 2 spatula | 6 pot            | 10 ladle |
|   | 3 blender | 7 oven           |          |
|   | 4 cutlery | 8 crockery       |          |

**Quantities of food (p. VB8)**

- |   |        |     |     |     |     |     |
|---|--------|-----|-----|-----|-----|-----|
| 6 | a) 1 C | 2 E | 3 F | 4 B | 5 A | 6 D |
|   | b) 1 C | 2 F | 3 A | 4 E | 5 D | 6 B |

- |   |         |              |          |
|---|---------|--------------|----------|
| 7 | 1 Bring | 4 complement | 7 simmer |
|   | 2 soak  | 5 drain      | 8 shred  |
|   | 3 blend | 6 garnish    |          |

- |   |          |          |              |
|---|----------|----------|--------------|
| 8 | 1 olive  | 5 main   | 9 dairy      |
|   | 2 strong | 6 baking | 10 poisoning |
|   | 3 French | 7 frozen |              |
|   | 4 soft   | 8 food   |              |

- |   |               |               |            |
|---|---------------|---------------|------------|
| 9 | 1 dessert     | 6 receipt     | 11 icing   |
|   | 2 starter     | 7 ingredients | 12 topping |
|   | 3 main course | 8 recipe      |            |
|   | 4 beverage    | 9 colouring   |            |
|   | 5 appetiser   | 10 additives  |            |

**2b Vocabulary from the text *Pushing the Limits* (p. VB9)**

- |   |              |             |             |
|---|--------------|-------------|-------------|
| 1 | 1 inserted   | 5 express   | 9 bend      |
|   | 2 swirled    | 6 replicate | 10 paralyse |
|   | 3 cracked    | 7 illusion  |             |
|   | 4 colonising | 8 levitate  |             |

- |   |        |     |     |     |     |
|---|--------|-----|-----|-----|-----|
| 2 | a) 1 C | 2 E | 3 D | 4 A | 5 B |
|---|--------|-----|-----|-----|-----|

- |    |                   |                |
|----|-------------------|----------------|
| b) | 1 far-fetched     | 4 human brain  |
|    | 2 main course     | 5 mind control |
|    | 3 gaming industry |                |

- |   |              |               |                 |
|---|--------------|---------------|-----------------|
| 3 | 1 developing | 4 sceptical   | 7 experimenting |
|   | 2 invention  | 5 discoveries | 8 prototype     |
|   | 3 limbs      | 6 beam        |                 |

**Topic vocabulary**

- |   |             |                     |
|---|-------------|---------------------|
| 4 | 1 engine    | 5 Mobile            |
|   | 2 machine   | 6 portable          |
|   | 3 gadget    | 7 Battery-operated  |
|   | 4 appliance | 8 remote-controlled |

**2e Vocabulary from the text *The Deadliest Place on Earth* (p. VB10)**

- |   |          |            |            |
|---|----------|------------|------------|
| 1 | 1 fate   | 4 wonders  | 7 funding  |
|   | 2 lead   | 5 Heritage | 8 humidity |
|   | 3 blades | 6 shoot    |            |

- |   |         |          |             |
|---|---------|----------|-------------|
| 2 | 1 unfit | 3 deadly | 5 abandoned |
|   | 2 dusty | 4 thick  |             |

**Topic vocabulary**

- |   |           |             |            |
|---|-----------|-------------|------------|
| 3 | 1 last    | 4 drain     | 7 preserve |
|   | 2 sucked  | 5 freeze    |            |
|   | 3 steamed | 6 glittered |            |

- |   |               |               |               |
|---|---------------|---------------|---------------|
| 4 | 1 passageways | 3 formation   | 5 stalagmites |
|   | 2 caverns     | 4 Stalactites | 6 pillars     |

- |   |                 |                |              |
|---|-----------------|----------------|--------------|
| 5 | 1 Evaporation   | 3 infiltration | 5 irrigation |
|   | 2 Precipitation | 4 erosion      |              |

**2f Vocabulary from the text *The Shark Whisperer* (p. VB11)**

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

- |   |            |            |           |
|---|------------|------------|-----------|
| 2 | 1 scrubbed | 3 release  | 5 drifted |
|   | 2 menace   | 4 simulate | 6 spear   |

**Topic vocabulary**

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

- 4 1 seized 7 munch 13 secure  
 2 grabbed 8 rip 14 stock  
 3 gripped 9 snapped 15 piles  
 4 pinched 10 bound 16 collection  
 5 bit 11 fasten 17 heap  
 6 chew 12 strapped

**Vocabulary Bank 3**

**3a Vocabulary from the text *Look Deep into My Eyes ...* (p. VB12)**

- 1 1 insomnia 4 patient 7 depression  
 2 surgeon 5 painless 8 recovery  
 3 therapy 6 session

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

- 3 1 lose 3 manage 5 kick  
 2 reduce 4 overcome

- 4 1 snore 3 benefit 5 lashing  
 2 swinging 4 absorbs 6 awake

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

**Topic vocabulary *Health* (p. VB13)**

- 6 1 operate 12 prescribed 23 viruses  
 2 treated 13 diagnosed 24 prescription  
 3 cured 14 examined 25 sick note  
 4 heal 15 wound 26 injection  
 5 relieve 16 bruise 27 vaccinations  
 6 treatment 17 graze 28 injured  
 7 cure 18 cut 29 disease  
 8 surgery 19 ache 30 damage  
 9 remedies 20 disease 31 spread  
 10 therapy 21 infection 32 suffer  
 11 check up 22 sores 33 recovered

**3b Vocabulary from the text *Are They Crazy?* (p. VB14)**

- 1 1 nibbled 5 swung 9 experience  
 2 tone 6 improved 10 flicking  
 3 hugged 7 straightening  
 4 boosts 8 reduce

**Topic vocabulary**

2	do	yoga, weightlifting, aerobics, stretching
	go	running, dancing, walking, cycling, swimming, trekking, canoeing
	play	tennis, football, ice hockey, squash

- 3 1 advised 6 sank 11 lose  
 2 recommended 7 swarmed 12 missed  
 3 proposed 8 crowded 13 aims  
 4 lower 9 flocked 14 try  
 5 dipped 10 failed 15 effort

**3e Vocabulary from the text *Look on the Bright Side* (p. VB15)**

- 1 1 observed 3 giggled 5 combines  
 2 releases 4 wander 6 snigger

- 2 1 start 4 roars 7 tone  
 2 soaking 5 form 8 catch  
 3 contagious 6 progressing

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

**Topic vocabulary *Idioms***

- 4 1 hot under the collar  
 2 look on the bright side  
 3 over the moon  
 4 laughed my head off  
 5 has got a long face  
 6 on the edge of my seat

**Feelings**

- 5 1 cross 4 worried 7 mixed up  
 2 furious 5 fed up 8 confident  
 3 scared 6 glad

**3f Vocabulary from the text *A Hidden Enemy* (p. VB16)**

- 1 1 cope 5 concentrate 9 function  
 2 contribute 6 minimise 10 attempts  
 3 suffer 7 prevent  
 4 lessens 8 pumps

- 2 1 basis 3 threat 5 Recent  
 2 pressure 4 alone

- 3 1 tough 3 adverse 5 widespread  
 2 moderate 4 alert 6 seriously

- 4 1 levels 4 emotional 7 rate  
 2 symptoms 5 slouch  
 3 handle 6 sign

**Vocabulary Bank 4**

**3a Vocabulary from the text *Ice Festivals* (p. VB17)**

- 1 1 cope 3 drill 5 squirming  
 2 illuminate/d 4 released 6 grabbed



**VOCABULARY BANK KEY**

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

3 1 works      3 keep      5 regional  
 2 mood      4 full

**Topic vocabulary Feelings**

4 1 stiff      3 chin      5 cloud  
 2 whale      4 skin      6 spirits

**Activities**

5 1 let off      5 honour      9 march/ed  
 2 put up      6 dressed up      10 are throwing  
 3 attend/ed      7 light  
 4 build/t      8 held

**4b Vocabulary from the text *Flying Daredevil* (p. VB18)**

1 1 spin      3 defy      5 twirled  
 2 twisted      4 flipped      6 bend

2 1 defy      3 applauded      5 captivated  
 2 master      4 fixated      6 was inspired

3 1 remarkable      3 carefree      5 faint-hearted  
 2 determined      4 glamorous      6 intense

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

**Topic vocabulary Performing**

5 1 scholarship      4 reputation      7 awe  
 2 fees      5 gift      8 wonder  
 3 stardom      6 talent

**4e Vocabulary from the text *Dream Big* (p. VB19)**

1 1 contrasts      4 served      7 to expand  
 2 captured      5 picking      8 pasted  
 3 captioned      6 inspired

2 1 poverty stricken      4 receptive      7 current  
 2 skeletal      5 enlarged      8 hearty  
 3 appalled      6 bustling

**Topic vocabulary Social issues**

3 1 lack      3 abandon      5 leave  
 2 violate      4 seek      6 acquiring

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

**4f Vocabulary from the text *Art in the Desert* (p. VB20)**

1 1 gathered      5 embrace      9 dismantled  
 2 stacking      6 transformed      10 runs  
 3 set      7 part  
 4 assembled      8 cheered

2 1 matters      3 unspoilt      5 society  
 2 jump      4 closing

**Topic vocabulary Events**

3 1 rite      11 occasions  
 2 ritual      12 event  
 3 ceremonies      13 festival  
 4 award      14 fair  
 5 display      15 feast  
 6 performance      16 celebration  
 7 exhibition      17 audition  
 8 demonstration      18 rehearsal  
 9 anniversary      19 practice  
 10 commemoration

4 1 celebrate      5 rejoiced  
 2 dedicated      6 paint  
 3 toasted      7 honour  
 4 commemorated      8 commence

5 1 tradition      5 ceremony      9 honour  
 2 custom      6 holiday      10 fame  
 3 festival      7 recognition  
 4 celebration      8 tribute

**Vocabulary Bank 5****5a Vocabulary from the text *The Nanobots!* (p. VB22)**

1 1 apply      3 dubbed      5 invested  
 2 detect      4 administer      6 requires

2 1 molecule      4 drug      7 applications  
 2 operation      5 robotics      8 Invasive  
 3 proteins      6 DNA

**Topic vocabulary Movement**

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

**Health & Science**

4 1 remedy      5 ailment      9 heal  
 2 course      6 disease      10 treat  
 3 treatment      7 infection      11 relieve  
 4 cure      8 illness

**5b Vocabulary from the text *Bright Sparks* (p. VB23)**

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

2 1 drug      4 hygiene      7 evaporation  
 2 process      5 laboratory  
 3 tissue      6 tumour

3 1 sanitise      3 purchase      5 recycle  
 2 host      4 decode      6 evaporates

**Topic vocabulary Research**

- 4 1 analysed 3 derived 5 developed  
2 discovered 4 experimenting 6 patented
- 5 1 reaction 3 method 5 attempt  
2 observation 4 progress 6 inspiration

**5e Vocabulary from the text *Into the Unknown* (p. VB24)**

- 1 1 faced 4 shattered 7 challenging  
2 exhaled 5 collapsed 8 crashed  
3 embraced 6 affects
- 2 1 Record 3 rough 5 world  
2 leap 4 strong 6 depths
- 3 1 F 3 E 5 B 7 A  
2 G 4 C 6 H 8 D

**Topic vocabulary *The Oceans***

- 4 1 descended 4 observe 7 aquatic  
2 explored 5 diversity 8 plankton  
3 penetrating 6 abundant
- 5 1 preserve 3 purifies 5 exploit  
2 interact 4 conserved

**5f Vocabulary from the text *On the Path to True Genius* (p. VB25)**

- 1 1 scribbles 3 reach 5 contribute  
2 stick 4 wanders 6 destroyed
- 2 1 skills 3 journal 5 pressure  
2 stone 4 goals 6 patents
- 3 1 E 3 F 5 B 7 D  
2 H 4 A 6 C 8 G

**Topic vocabulary Inventions**

- 4 1 benefited 4 quit 7 control  
2 face 5 overcome 8 achieved  
3 make 6 realise
- 5 1 image 3 prosperity 5 quality  
2 attitude 4 appraisal

**Vocabulary Bank 6**

**6a Vocabulary from the text *Trip to the Titanic* (p. VB26)**

- 1 1 sink 4 tamed 7 ripped  
2 drowned 5 plunged 8 dragged  
3 darted 6 beats
- 2 1 eerie 4 decaying 7 hostile  
2 astonishing 5 colossal  
3 icy 6 striking

**Topic vocabulary *Wrecks***

- 3 1 struck/hit 6 remains 11 sprinkled  
2 smashed 7 remnant 12 spread  
3 beat 8 leftovers 13 flung  
4 hit/struck 9 scraps  
5 slapped 10 scattered

**Ways to look (p. VB27)**

- 4 1 observe 4 peeped 7 glance  
2 peered 5 glimpsed 8 view  
3 gazed 6 stared

**Parts of a Ship**

- 5 1 deck 5 cabins 9 gangway  
2 starboard 6 stern 10 anchor  
3 bridge 7 port 11 bow  
4 funnel 8 propeller
- 6 1 port of call 3 itinerary 5 destination  
2 tender 4 embarkation 6 crossing
- 7 1 embarked 3 disembarked  
2 set sail 4 docked

**6b Vocabulary from the text *The Edwardian Country House* (p. VB28)**

- 1 1 hit 4 enforces 7 orders  
2 nature 5 taste  
3 clue 6 contact
- 2 1 engrossing 3 cracked 5 well-oiled  
2 smooth-running 4 filthy

**Topic vocabulary *People & society***

- 3 1 E 3 F 5 C 7 G  
2 B 4 A 6 D
- 4 1 collection 3 group  
2 company 4 audience
- 5 1 close 3 relationship 5 adopted  
2 extended 4 native
- 6 1 do 4 dust 7 polish  
2 make 5 hang  
3 lay 6 sweep

**6e Vocabulary from the text *Lost and Found* (p. VB29)**

- 1 1 revealed 5 rediscovered 9 carved  
2 took 6 looted 10 vanished  
3 shielded 7 featured  
4 witnessed 8 excavated
- 2 1 colossal 3 abandoned 5 heartening  
2 vibrant 4 wealthy

**Topic vocabulary History**

- |             |                 |           |
|-------------|-----------------|-----------|
| 1 wreck     | 6 scene         | 11 raised |
| 2 ruins     | 7 sites         | 12 arose  |
| 3 remainder | 8 culture       | 13 rose   |
| 4 remnants  | 9 customs       |           |
| 5 sights    | 10 civilisation |           |

**History & archaeology (p. VB30)**

- |             |            |            |
|-------------|------------|------------|
| 4 1 papyrus | 5 mosaic   | 9 artefact |
| 2 statue    | 6 cemetery | 10 fossil  |
| 3 tomb      | 7 skeleton |            |
| 4 skull     | 8 pottery  |            |
- 
- |              |                |              |
|--------------|----------------|--------------|
| 5 1 preserve | 3 reconstructs | 5 catalogues |
| 2 houses     | 4 restore      | 6 identify   |
- 
- |                 |              |            |
|-----------------|--------------|------------|
| 6 1 descendents | 3 historical | 5 Dynasty  |
| 2 conquered     | 4 abolished  | 6 recorded |

**6f Vocabulary from the text *The Dark Side of the City of Lights* (p. VB31)**

- |              |              |              |
|--------------|--------------|--------------|
| 1 1 conjures | 5 descending | 9 carved     |
| 2 sipping    | 6 assure     | 10 converted |
| 3 strolling  | 7 stacked    |              |
| 4 spent      | 8 dug        |              |
- 
- |            |             |            |
|------------|-------------|------------|
| 2 1 creepy | 4 chilly    | 7 bustling |
| 2 enclosed | 5 elaborate |            |
| 3 infested | 6 dimly-lit |            |
- 
- |                |               |
|----------------|---------------|
| 3 1 spectacle  | 3 collapse    |
| 2 anticipation | 4 inscription |

**Topic vocabulary Places**

- |                     |                   |
|---------------------|-------------------|
| 4 1 seaside village | 3 industrial city |
| 2 port              | 4 historic town   |
- 
- |             |             |             |
|-------------|-------------|-------------|
| 5 1 suburbs | 3 car park  | 5 alley     |
| 2 boulevard | 4 outskirts | 6 bike lane |
- 
- |             |             |              |
|-------------|-------------|--------------|
| 6 1 capital | 4 nightlife | 7 transport  |
| 2 cultural  | 5 shopping  | 8 pedestrian |
| 3 heritage  | 6 medieval  |              |



**WRITING BANK KEY****4 Suggested Answer Key**

I tugged really hard and then suddenly an old bicycle wheel appeared on the end of my line. I was very disappointed and I went to talk to the local council about cleaning up the river of all the old junk that must have been down there. They acted very quickly and the next week they dragged the river and pulled out all sorts of old junk.

Now the river is clean and people can go fishing there and have a chance of catching a real fish. We are very happy and we plan to go fishing again this weekend.

- 3 use of the sense:** the traditional firing of a big gun, wonderful sight and aroma of beautiful flowers, see the Princes Street Gardens  
**past participles:** situated, experienced  
**static features:** situated 300 feet above, across the river, no moving features

**4 Suggested Answer Key**

In summary, Edinburgh Castle is the place to visit when in Scotland. It has many interesting and educational features and its location is unique.

**Writing Bank 6****p. WB6**

1 A 4      B 2      C 1      D 3

- 2 fortress – magnificent  
 volcano – extinct  
 history – fascinating  
 guides – experienced  
 stories – lively  
 ceiling – ornate carved wooden  
 firing of a big gun – traditional  
 sight – wonderful  
 flowers – beautiful  
 the view – spectacular  
 a day – clear

**RNE LISTENING PRACTICE KEY****Skills 1****p. LP1**

1 a) 1 e      2 d      3 f      4 a      5 b

b) *It matches with an airport.*

2 A 3      B 5      C 2      D 1

**Skills 2****p. LP1**

- 3 1 C (*fast, dangerous, I love it*)  
 2 B (*small, dark, old machines*)  
 3 A (*not be the best, but ...*)

**p. LP2**

4 A 5      B 6      C 1      D 3      E 4

**Skills 3****p. LP2**

- 5 **correct answer:** 1– in the park (*started jogging around the park.*)

*The wrong options are mentioned at the beginning and in the middle of the dialogue.*

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

**p. GV1**

- |   |   |             |   |            |   |               |
|---|---|-------------|---|------------|---|---------------|
| 1 | 1 | them        | 6 | be spotted |   |               |
|   | 2 | is          | 7 | stole      |   |               |
|   | 3 | to send     | 8 | having to  |   |               |
|   | 4 | happened    | 9 | to check   |   |               |
|   | 5 | was rescued |   |            |   |               |
|   |   |             |   |            |   |               |
| 2 | 1 | enjoyment   | 3 | harmful    | 5 | natural       |
|   | 2 | researchers | 4 | nutritious | 6 | Unfortunately |

**p. GV2**

- |   |   |                                |   |                 |
|---|---|--------------------------------|---|-----------------|
| 3 | 1 | wouldn't/<br>would not believe | 5 | to              |
|   | 2 | turning on                     | 6 | was running     |
|   | 3 | hers                           | 7 | sits/is sitting |
|   | 4 | replied                        | 8 | funniest        |
|   |   |                                | 9 | reading         |
|   |   |                                |   |                 |
| 4 | 1 | unbelievable                   | 4 | movement        |
|   | 2 | driver                         | 5 | greatly         |
|   | 3 | successful                     | 6 | safety          |

**p. GV3**

- |   |   |                       |   |               |
|---|---|-----------------------|---|---------------|
| 5 | 1 | has found             | 6 | be named      |
|   | 2 | have been complaining | 7 | is            |
|   | 3 | shone/shining         | 8 | to take       |
|   | 4 | blocks                | 9 | will try      |
|   | 5 | looking               |   |               |
|   |   |                       |   |               |
| 6 | 1 | shortly               | 4 | performers    |
|   | 2 | historical            | 5 | spectacular   |
|   | 3 | relationships         | 6 | unforgettable |

**p. GV4**

- |   |   |                 |   |                     |   |          |
|---|---|-----------------|---|---------------------|---|----------|
| 7 | 1 | to go           | 6 | seeing              |   |          |
|   | 2 | greatest        | 7 | had worried         |   |          |
|   | 3 | can/could reach | 8 | didn't/did not need |   |          |
|   | 4 | was circling    | 9 | was                 |   |          |
|   | 5 | was lowered     |   |                     |   |          |
|   |   |                 |   |                     |   |          |
| 8 | 1 | unusual         | 3 | ability/abilities   | 5 | probably |
|   | 2 | competitors     | 4 | winner(s)           | 6 | rising   |

**p. GV5**

- |    |   |            |   |           |   |            |
|----|---|------------|---|-----------|---|------------|
| 9  | 1 | will see   | 4 | cancelled | 7 | having     |
|    | 2 | would have | 5 | to travel | 8 | will make  |
|    | 3 | goes       | 6 | trying    | 9 | be         |
|    |   |            |   |           |   |            |
| 10 | 1 | unlike     | 3 | existence | 5 | importance |
|    | 2 | appearance | 4 | length    | 6 | deadly     |

**p. GV6**

- |    |   |                |   |                           |   |            |
|----|---|----------------|---|---------------------------|---|------------|
| 11 | 1 | was sitting    | 6 | arrives                   |   |            |
|    | 2 | spotted        | 7 | have not/haven't<br>heard |   |            |
|    | 3 | got over       | 8 | to see                    |   |            |
|    | 4 | most important | 9 | should have seen          |   |            |
|    | 5 | would help     |   |                           |   |            |
|    |   |                |   |                           |   |            |
| 12 | 1 | distance       | 3 | sailors                   | 5 | arrival    |
|    | 2 | simply         | 4 | massive                   | 6 | inaccurate |

**p. GV7**

- |    |   |                     |   |              |   |              |
|----|---|---------------------|---|--------------|---|--------------|
| 13 | 1 | has become          | 6 | to boil      |   |              |
|    | 2 | was told            | 7 | using        |   |              |
|    | 3 | will have           | 8 | was enjoying |   |              |
|    | 4 | didn't/did not know | 9 | saved        |   |              |
|    | 5 | buried              |   |              |   |              |
|    |   |                     |   |              |   |              |
| 14 | 1 | meaning             | 3 | government   | 5 | historic     |
|    | 2 | Apparently          | 4 | tourist      | 6 | homelessness |

**p. GV8**

- |    |   |                |   |               |   |              |
|----|---|----------------|---|---------------|---|--------------|
| 15 | 1 | to tell        | 6 | delivering    |   |              |
|    | 2 | was stepping   | 7 | most amazing  |   |              |
|    | 3 | were reflected | 8 | sank          |   |              |
|    | 4 | had wondered   | 9 | will remember |   |              |
|    | 5 | got            |   |               |   |              |
|    |   |                |   |               |   |              |
| 16 | 1 | currently      | 3 | impossible    | 5 | safely       |
|    | 2 | creature       | 4 | nervous       | 6 | surroundings |

**p. GV9**

- |    |   |                   |   |               |   |           |
|----|---|-------------------|---|---------------|---|-----------|
| 17 | 1 | will stay         | 6 | counted       |   |           |
|    | 2 | had been training | 7 | them          |   |           |
|    | 3 | cleans            | 8 | is            |   |           |
|    | 4 | had seen          | 9 | are wondering |   |           |
|    | 5 | was               |   |               |   |           |
|    |   |                   |   |               |   |           |
| 18 | 1 | attractive        | 3 | informal      | 5 | equipment |
|    | 2 | dirty             | 4 | tirelessly    | 6 | survival  |

**p. GV10**

- |    |   |                   |   |                          |   |               |
|----|---|-------------------|---|--------------------------|---|---------------|
| 19 | 1 | was abandoned     | 6 | known                    |   |               |
|    | 2 | called/had called | 7 | most popular             |   |               |
|    | 3 | waiting           | 8 | have been made           |   |               |
|    | 4 | be found          | 9 | will not be<br>forgotten |   |               |
|    | 5 | was sent          |   |                          |   |               |
|    |   |                   |   |                          |   |               |
| 20 | 1 | winners           | 3 | entirely                 | 5 | entry         |
|    | 2 | matching          | 4 | decorations              | 6 | unfortunately |

## KEY WORD TRANSFORMATIONS KEY

- |    |  |    |   |    |  |
|----|--|----|---|----|--|
| 1  | such a heavy bag                           | 25 | took place even though/<br>although           | 49 | regretted not going/not<br>having gone |
| 2  | was sorry for having/<br>that he had       | 26 | am used to running                            | 50 | in order to go                         |
| 3  | until I had finished                       | 27 | able to tell the difference                   | 51 | only Mike had passed                   |
| 4  | makes her help                             | 28 | (much) more interested in<br>jewellery-making | 52 | doesn't matter what                    |
| 5  | take advantage of                          | 29 | so shy that                                   | 53 | in common with                         |
| 6  | wouldn't have got lost                     | 30 | to cut down on                                | 54 | put up with Stacey's                   |
| 7  | rather stay in a hotel than                | 31 | succeeded in passing                          | 55 | did Sarah know that                    |
| 8  | a few businessmen have<br>achieved         | 32 | have our grass cut                            | 56 | unusual for Kim to argue               |
| 9  | were prevented from playing                | 33 | number of customers                           | 57 | was called off                         |
| 10 | is not able to find                        | 34 | how much it                                   | 58 | tall boy who wasn't                    |
| 11 | too far away                               | 35 | if you hadn't lent                            | 59 | mind if I made/make                    |
| 12 | wasn't her fault                           | 36 | haven't seen Adrian for                       | 60 | anyone came to                         |
| 13 | wish I had visited                         | 37 | in case you are                               | 61 | such long hours that he                |
| 14 | look it up in                              | 38 | is no point in spending                       | 62 | wonder if Leanne chose                 |
| 15 | car was being driven                       | 39 | haven't/last heard from                       | 63 | warned us that we would                |
| 16 | before anyone/anybody said                 | 40 | didn't/couldn't remember<br>anything          | 64 | 'd/would rather not take part          |
| 17 | was given an extra                         | 41 | is supposed to be                             | 65 | is not/isn't possible for me           |
| 18 | on time because                            | 42 | is unlikely (that) we will                    | 66 | must be worn                           |
| 19 | gave me a hand                             | 43 | is not/isn't easy for Harry                   | 67 | 's/is time you bought                  |
| 20 | accused Liam of breaking/<br>having broken | 44 | as long as you promise                        | 68 | stop work as a result                  |
| 21 | been (very) good at                        | 45 | was the first time                            | 69 | looked up to                           |
| 22 | wasn't warm enough                         | 46 | hadn't forgotten to bring                     | 70 | acts as though he owns                 |
| 23 | no intention of apologising                | 47 | does this coat belong to                      | 71 | must have been                         |
| 24 | carry out the teacher's                    | 48 | was too expensive for                         | 72 | can't have gone out                    |

## Module 1

### ➤ Exercise 2 (p. 13)

#### Dialogue A

**A:** Good morning. Can I see your passport, please?

**B:** Sure! Here you are.

**A:** OK. How many pieces of luggage will you be checking in?

**B:** Just this one suitcase.

**A:** OK. Could you put it on the conveyor belt, please.

**B:** Yes, of course.

#### Dialogue B

**A:** Did you put my luggage in the boot?

**B:** Yes, of course. There were two suitcases, is that correct?

**A:** Yes, that's right. I have my hand luggage here with me.

**B:** Did you have a nice flight?

**A:** It wasn't bad. A little bumpy coming in to land, but otherwise it was fine.

**B:** So, are you in the city for business or pleasure?

#### Dialogue C

**A:** What seems to be the problem?

**B:** I managed to fit my hand luggage into the overhead locker, but there's no room for this duty-free bag.

**A:** Is there anything in it that you've bought for the flight?

**B:** I don't think so, no.

**A:** Well, why don't I take it and find another locker with some room to put it in?

**B:** Well, if you wouldn't mind. Thank you very much indeed!

#### Dialogue D

**A:** You won't be able to bring this bottle through, I'm afraid.

**B:** Oh, really? Why's that?

**A:** It's above 100 ml. That's the limit for any liquids in hand luggage.

**B:** But what am I going to drink while I wait for my flight?

**A:** Once you go through this check, you can get water or anything else in one of the duty-free shops.

**B:** But I just bought it a minute ago! Oh, well, I guess I'll just have to drink it.

### ➤ Exercise 2 (p. 18)

#### Speaker A

Ten years ago, I wouldn't have recommended this area to anyone. Buildings were covered in graffiti and there was vandalism everywhere. We had a huge problem with gangs. Young people just hung around causing trouble. But then the local council launched a scheme to get young people back into education and training. Slowly, we started seeing them opening small businesses – a garage, a hairdresser's, a café. Things have taken a turn for the better.

#### Speaker B

Twenty years ago, there were lots of factories in the area and we were one of the biggest coal exporters. Everyone had a job and a lot of people spent money like there was no tomorrow. Once the mines closed down, of course, all the small businesses that depended on the miners closed too. There's a lot of crime now and a lot of people are moving out.

#### Speaker C

We're really tight-knit. People keep an eye on each other and always lend a helping hand if possible. We have great events where everyone in the neighbourhood takes part. We've always done that, so when hard times came along, we pulled together. There are no homeless people on our streets and no hungry children in our schools, and as far as I'm concerned, there never will be.

#### Speaker D

The last town I lived in had no public transport and it was kind of dangerous after dark, to be honest. Now I can get anywhere by bus and there's a great system of cycle paths. There are green programmes like waste recycling and I've never heard of anyone being burgled or even witnessing a crime. My flat's on the ground floor, but I never worry about someone breaking in.

#### Speaker E

Our street catches the eye, but for all the right reasons. Other areas get noticed for their homeless problems or the amount of graffiti you see, but we have prize-winning gardens and Christmas decoration competitions. My garden usually has the most flowers on my street, but Mrs Simpson at Number 9 usually wins at Christmas. But because everyone is competing to have the best-looking house or garden, the whole street benefits.

### ➤ Exercise 7 (p. 24)

A student exchange is a great way for young people to learn about foreign countries. A student from France, for example, will stay for a week or two with a British student. They will even go to the British student's school and follow lessons there. Then, the British student gets the chance to visit the French student's home in France.

## Module 2

### ➤ Exercise 3a (p. 38)

**Student A:** In both pictures, people are taking part in extreme sports. Picture A is of a man flying through the air on a motorbike with a large audience in the background. I would say that he is competing in a motocross competition.

**Student B:** Yes, maybe he is set to win a cash prize.

**Student A:** That's a good point. What about picture B?

**Student B:** Picture B shows a man white-water kayaking alone. While the man in picture A seems to be taking part in a competition, I think the man in picture B is probably white-water kayaking because he is a fun-lover who enjoys physical activity.



**Student A:** Although another reason could be that he is training for a competition.

**Student B:** You could be right. The water looks quite dangerous! However, he is wearing a lot of safety equipment, such as a life jacket, a crash helmet, goggles and gloves. He is also wearing thick clothing, probably to stay warm.

**Student A:** Yes, his clothing will help to prevent injury if anything goes wrong. On the other hand, even though the man in picture A seems to be in danger, he is only wearing a crash helmet for safety.

**Student B:** Well actually, he is also wearing a full body suit that is probably made of a very durable material. Unlike the man in picture A, who needs to stay warm, he probably requires a lightweight fabric for his sport. I'd say that they are both wearing adequate safety equipment.

#### ➤ Exercise 4 (p. 38)

**DJ:** I'm joined in the studio by Anna Spencer, owner of Pembroke Coasteers. Anna, welcome to the show. Firstly, what exactly is coasteering?

**AS:** Hi, thanks for inviting me. Well, coasteering is basically exploring the rocky coastline. It includes rock-climbing, cliff jumping, cave exploration and swimming. Anyone can take part from the age of eight and over. The only restriction is that children under the age of sixteen must be accompanied by a parent.

**DJ:** Do you have to be fit to be able to do it?

**AS:** Well, you don't have to be an athlete, although I do recommend that you have an average level of fitness. The rock climbing we do is fairly easy for everyone, but you have to be able to swim because coasteering involves a lot of jumping into the sea.

**DJ:** Do you need any previous experience to take part in one of your adventure weekends?

**AS:** No. All you need is to come with a positive attitude and you'll have a great time. Our guides encourage you to face new challenges and to reach personal goals.

**DJ:** Coasteering is considered an extreme sport, so how do you guarantee safety?

**AS:** Client safety is our priority, of course, but there are always risks in the natural world; we can't control weather conditions or wildlife we may come face to face with. Our guides are fully trained in first aid and know what to do in an emergency, but there's rarely any danger as long as clients listen to the guides.

**DJ:** So, where is the outdoor centre based?

**AS:** We opened our centre in Pembrokeshire in Wales to make the most out of one of Britain's last true wilderness areas. It's Britain's only coastal national park and it's an amazing place to escape from the crowds. There's just us and nature there – it's perfect.

**DJ:** Now you're persuading me to sign up!

**AS:** Coasteering is unique – it's never the same experience twice. There are over 100 miles of stunning Pembrokeshire coast to choose from and if the weather's a problem then we move to more sheltered areas.

**DJ:** Doesn't it get tiring?

**AS:** Don't worry; we always take time out for a cup of tea or coffee and a quick sandwich. There are some beautiful picnic areas along the way that we usually stop at. And when everyone is feeling refreshed, it's back to the water!

**DJ:** So how can people book a weekend coasteering trip?

**AS:** You can go online to our website or call us. The package deal costs between £200-230, depending on what month you choose. It includes accommodation, meals and transfers to the coast.

**DJ:** It sounds amazing. Anna, it's been a pleasure having you on the show today.

**AS:** Thanks.

#### ➤ Exercise 9a (p. 41)

**B:** Look at this, the big fight is on this weekend.

**A:** You're not a boxing fan, are you?

**B:** Not especially, I just like sport.

**A:** I don't like violent sports. There's nothing sporting about hurting someone, I think they should be banned.

**B:** Really? Why?

**A:** Well, for starters they encourage violence in society.

**B:** How?

**A:** Take boxing for instance. Boxers win in their sport by physically injuring their opponents.

**B:** And how does that cause violence outside the ring?

**A:** It glorifies violence and supporters may mimic their sporting heroes' behaviour and think it's acceptable.

**B:** You have a point.

**A:** Also, a high number of boxers get seriously injured while competing.

**B:** You get injuries in many sports, and sports such as boxing are strictly controlled with referees who ensure the boxers are fit to continue.

**A:** Yes, but boxing is particularly brutal and a lot of boxers get head injuries sometimes resulting in brain damage.

**B:** Mmm, it is quite a dangerous sport in that respect.

**A:** I think any sport that can leave a competitor seriously or permanently injured and makes violence in general seem acceptable should be banned.

## Module 3

#### ➤ Exercise 3 (p. 47)

##### Speaker A

I work in many different environments – local communities, hospitals, schools, nursing schools, even prisons! People ask about anything from weight loss to low cholesterol diets – you'd be surprised at the variety of issues people have! Do I follow my own advice? Of course! After all, you only have one body to last your whole lifetime, so why not look after it? One really great way to do this is through healthy eating.

##### Speaker B

People come to me for many different reasons – to tone

up, to lose weight or just to improve their overall health. It's great helping other people feel good about their bodies and motivating them when the going gets tough. It really helps them to come up with a training programme that's just for them. It's not just about a strict workout routine, though. I always remind people that a healthy diet as well as regular exercise is important for the mind and body and that you need to feel good both inside and out.

### Speaker C

I work in the fields of medicine and therapy. I've helped to treat a whole range of different physical and psychological problems with my expertise. I draw on people's imagination and make them more open to suggestion and instruction!

### Speaker D

As one of the first people to arrive at the scene of an emergency, we have to figure out what's wrong and what urgent medical help is needed. I also help injured people prepare for transport and make sure they're comfortable on their way to the hospital. Trust me, a little bit of comfort is very important when you've got a broken arm or leg! I really enjoy how rewarding and unpredictable my job is – it keeps me on my toes!

### Speaker E

I help people on a daily basis by giving advice, recommending the right treatment for a range of ailments and, of course, by filling prescriptions. I really enjoy my job because it is very fulfilling and worthwhile and I know everyone in the community, too.

## ➤ Exercise 2a (p. 58)

### Pair 1

**A:** I usually study until very late just before an exam, but I think it's better to have a good study plan. I like the idea of going for a jog to take a break from studying. It must be nice to go outside and get some fresh air. I don't really like yoga because I think it's boring.

**B:** I think studying with a friend is a good tip and could really help you unwind. We might get distracted though and end up wasting a lot of time. Actually, maybe studying on your own is a better idea! Eating healthy food is a good idea. This will help you study. Maybe that's the best idea, and exercising too.

### Pair 2

**A:** OK, let's start. Well, first of all I think that exercise is a really good way to let off steam, so I think that taking time out to go for a jog in the park would be a really good way to reduce stress. What do you think?

**B:** Yes, I totally agree with you. Exercise is really important to keep stress levels down and it would make our classmate feel more energised before going back to work. I think that making a study plan is a really good idea, too. It helps you to make sure you get all your studying done in time. However, if you

fall behind schedule, then you can feel even more stressed!

**A:** Yes, I see what you mean. In my opinion, healthy eating is also really important. Eating the right food helps you to concentrate and keep your energy levels up. Would you agree?

**B:** Definitely. Our classmate should get plenty of sleep too, so going out dancing until late won't help! She should leave the celebrations until after the exams.

**A:** Maybe you're right. I don't completely agree with you, though. She could have one night off a week to relax and maybe dancing would help her to do that.

**B:** Yes, I see your point. Something like yoga might be a better idea, though. That's good exercise and helps you to relax, too. What about studying with a friend? How important do you think that is?

**A:** Well, I think that can be helpful sometimes. You could talk through any problems instead of getting worried about them. To me, though, this could also waste a lot of time. You might distract each other.

**B:** Yes, I agree. Usually it's better to study for exams by yourself in your own way. So, which two would help our classmate avoid stress the most?

**A:** In my opinion, taking time out to do some stress-releasing exercise is one of the most helpful ideas.

**B:** Yes, I totally agree. I also think that eating healthily and generally staying healthy will keep your mind alert and help you to fight stress. Do you agree?

**A:** Yes, I do!

## ➤ Exercise 2b (p. 58)

**A:** OK, let's start. Well, first of all I think that exercise is a really good way to let off steam, so I think that taking time out to go for a jog in the park would be a really good way to reduce stress. What do you think?

**B:** Yes, I totally agree with you. Exercise is really important to keep stress levels down and it would make our classmate feel more energised before going back to work. I think that making a study plan is a really good idea, too. It helps you to make sure you get all your studying done in time. However, if you fall behind schedule, then you can feel even more stressed!

**A:** Yes, I see what you mean. In my opinion, healthy eating is also really important. Eating the right food helps you to concentrate and keep your energy levels up. Would you agree?

**B:** Definitely. Our classmate should get plenty of sleep too, so going out dancing until late won't help! She should leave the celebrations until after the exams.

**A:** Maybe you're right. I don't completely agree with you, though. She could have one night off a week to relax and maybe dancing would help her to do that.

**B:** Yes, I see your point. Something like yoga might be a better idea, though. That's good exercise and helps you to relax, too. What about studying with a friend? How important do you think that is?

**A:** Well, I think that can be helpful sometimes. You could talk through any problems instead of getting

worried about them. To me, though, this could also waste a lot of time. You might distract each other.

**B:** Yes, I agree. Usually it's better to study for exams by yourself in your own way. So, which two would help our classmate avoid stress the most?

**A:** In my opinion, taking time out to do some stress-releasing exercise is one of the most helpful ideas.

**B:** Yes, I totally agree. I also think that eating healthily and generally staying healthy will keep your mind alert and help you to fight stress. Do you agree?

**A:** Yes, I do!

➤ **Exercise 4 (p. 58)**

**Speaker A**

It's not been right since the car crash. I wake up in the middle of the night and my leg is very stiff and painful. I have to get up and walk around and then it feels better. I can't go on like this. I wonder if something like yoga would help. I might need an operation if this continues.

**Speaker B**

It's not the restrictions on what I can eat; it's having to check foods all the time that's annoying. You never know when a dish has been prepared with nut oil. I feel like such a nuisance when I go out to a restaurant. I'm sure that my friends choose not to invite me to eat out with them.

**Speaker C**

Yes, I wore glasses at university, but later I had laser eye-surgery. At the time, people told me horror stories about what could go wrong. But I went to a place with a good reputation. That was ten years ago, and my sight has been perfect ever since. If anything, I'm annoyed I didn't do it earlier.

**Speaker D**

I'm a bit of a hypochondriac, to be honest. The slightest sneeze or sore throat and I think I need to go to hospital! I went to the doctor's last week with what I was sure were early signs of a heart attack. She told me I was suffering from indigestion, and nothing more!

**Speaker E**

I know it was just a small infection, but it could have turned into something worse, couldn't it? And I had to wait for a week for an appointment! Well, by that time, it had cleared up on its own! I complained, but the doctor said if I have an emergency, I can go to Casualty. But the queues at Casualty are miles long!

➤ **Exercise 6b (p. 64)**

**Speaker:** A lot of people are on diets these days and there might be several reasons for that. First of all, people may feel that others will find them more attractive if they are thinner. There's a lot of pressure from the media to lose weight. For example, magazines often have photographs of celebrities on beaches and they comment on their weight. Also, advertisements on

TV are usually full of slim people in beautiful houses leading successful lives and that suggests that the thinner you are, the better your life will be. Secondly, people might go on diets for health reasons. For instance, someone who has high blood pressure may need to cut out dairy products and exercise more. To my mind, this is by far the best reason to go on a diet.

Regarding my own lifestyle, I would say that I try to make it healthy. I exercise regularly, I don't smoke and I eat a lot of home-made food. On the other hand, I do have a lot of stress in my life. I'm taking exams at the moment and sometimes I can't get to sleep at night because I'm thinking about whether I'm going to pass or not.

As for which type of food I prefer, I'd say that what I eat depends on where I am and who I'm with. At home, for example, we always eat a good balanced meal: a little meat, lots of vegetables and plenty of fruit juice. I always have cereal for breakfast, I drink a lot of water during the day and I have fruit instead of crisps and sweets. However, if I'm out with my friends, I'll probably eat something from a fast food restaurant, a burger with fries perhaps. So I like healthy food, but I also enjoy junk food from time to time.

**Examiner:** Do you think it is important for people to know how to cook?

**Speaker:** Yes, I do. It's very important for two reasons. The first is that it gives you some independence. You don't have to rely on other people cooking for you. The second reason is that you can cook real home-made food. It'll save you money and you won't eat junk food so often.

**Examiner:** What's your favourite dish?

**Speaker:** Lasagna. I love all Italian food, but lasagna is my favourite. My mum doesn't cook it at home so I only really eat it in restaurants. That's another good reason for knowing how to cook – I could make it myself and have it all the time!

## Module 4

➤ **Exercise 2b (p. 67)**

**DJ:** Welcome to today's show! We have five callers who are going to tell us about some extraordinary events and festivals they've been to. First up is Amanda. Hello, Amanda.

**Amanda:** Hello! While on my travels last year, I was in Malaysia and attended a Lion Dancing Championship! Wow, these dancers are so talented! Basically, they perform traditional lion dances in amazing elaborate lion costumes. They dance in time to the music of drums, cymbals and gongs, but the most amazing thing is that they perform acrobatics and stunts high up off the ground on tall poles. It's absolutely fascinating!

**DJ:** It sounds thrilling, Amanda. Thanks for that. Next on the line is Millie. Hi, Millie.

**Millie:** Hi! OK, so this autumn I went to New York and saw a chocolate fashion show, can you believe it? It was absolutely extraordinary to see models dressed from head to toe in clothes and accessories made of chocolate

and other chocolate treats like macaroons and profiteroles! We were told that fashion designers and top chefs work together to come up with these creations – they must be so talented!

**DJ:** They really must be, Millie! Next we have Michael. Hello, Michael.

**Michael:** Hi. I was recently in the Netherlands during the Living Statue World Championships and it was a really interesting experience. I couldn't believe how realistic their costumes and makeup were! These performers are basically mime artists who stand perfectly still until you give them some money. You would think that it's easy to just stand still but it really isn't – these people are very talented actors.

**DJ:** You're right, Michael. Finally, we have Pete on the line.

**Pete:** Hi. My family and I holidayed in Venice in September and had the chance to see the famous Venice Regatta. I'd describe it as a colourful procession on water! The racers dress in brightly coloured historical outfits and take part in races in decorated rowing boats. It's really worth going there to see it!

**DJ:** That sounds wonderful too, Pete. Well, thank you to all our callers for joining us. I for one really hope I get the chance to experience one of those events. They all sound remarkable. Next on the show ...

### ➤ Exercise 5 (p. 78)

"The young man in picture A looks smart but not formal. He is leaning against a concrete wall, reading a newspaper. It looks a serious broadsheet newspaper, though his attention isn't on the page. The young woman in picture B is sitting cross-legged on a wooden jetty by a water feature. She's dressed very casually and has a hat, bag and cup of coffee next to her. She's reading a book with a red cover. It's a plain cover, and might be from a library. I think the young man might be waiting for a train or bus. He might be at work, because he's wearing a watch. The young woman isn't wearing a watch and looks like she's going to be spending more time reading. I think the woman has deliberately chosen to go to the park to read, but the young man is reading to pass the time while he does something else."

### ➤ Exercise 6 (p. 78)

**Speaker 1:** I'm constantly checking the news apps on my mobile phone for celebrity gossip! Although you can read about your favourite stars in a newspaper or magazine, it's just not the same. These apps are updated throughout the day, so I can keep really up-to-date with everything that's going on in the entertainment world. I often check the news sites in between my classes and after school when I'm on the bus on the way home. I'm a little bit addicted to them!

**Speaker 2:** One of my favourite pastimes is going to the theatre or the cinema to watch the newest plays and films. So I pick up a free daily newspaper every day outside the metro station on my way to work to see which performances have been praised by the media and

seem worth going to see. I often choose what I'm going to see next from these articles. My favourite shows of all are musicals. Actually, it's my dream to be up there on the stage with the performers, and to be given four stars by Arts critics!

**Speaker 3:** I usually keep up with what's going on in the world online. In fact, the first thing I do every morning is go to all the main national newspaper sites and read the headlines. I guess I enjoy the fact that I can have a quick look whenever I have a free moment rather than having to go out and buy a printed newspaper and then sit down and read it. That would take time that I don't have. I also like the fact that there are often videos online to go with the articles. By clicking on those there's no need any more for me to watch the TV news; I'm not usually at home when the news is on, anyway.

**Speaker 4:** I know it's important to have at least a general idea of what's going on in the world, but I really don't enjoy reading newspapers, online or the old fashioned way, in print. I'd much rather flick through a magazine and catch up with the latest celebrity gossip, to be honest! I find that relaxing, whereas the news is full of depressing wars, crime and disasters. I'm a little ashamed to admit it, but I can't help how I feel.

**Speaker 5:** I know most people like to keep up with the news online these days, but I'm not one of them! There's nothing I like better than taking a break to sit down with a broadsheet newspaper and a cup of coffee to read the news in the old fashioned way. I find it a really pleasant way to unwind when I get home. After all, I spend all day looking at a screen at work, so I want to do something that helps me to totally switch off when I get home.

### ➤ Exercise 9a (p. 81)

**A:** Good morning, did you have a good weekend?

**B:** Yes, it was very relaxing, what about you?

**A:** Well, I did a bit of shopping on Saturday and then I saw a really good film yesterday.

**B:** Oh, which film?

**A:** *The Amazing Spider-Man*. Have you seen it?

**B:** No, is it an action film?

**A:** Yes. It's based on the comic book character.

**B:** Tell me about it, then?

**A:** Well, it's set in New York and the story begins with high school student Peter Parker trying to discover why his parents disappeared. He finds a clue which leads him to his father's old work colleague, Dr Curt Connors. Peter discovers his own powers and must prepare to face the villain, the Lizard, and become the hero.

**B:** It sounds interesting. Who stars in it?

**A:** It stars Andrew Garfield and it's directed by Marc Webb.

**B:** So, you would recommend this film then?

**A:** Oh, absolutely. It's got spectacular special effects, a gripping storyline and well-developed characters. The cast give superb performances and it has an action-packed ending.

**B:** Sounds like I should see this film.

**A:** Definitely, it's a must-see!

➤ **Exercise 7 (p. 84)**

**Dialogue A**

**A:** Just look at that! You wouldn't know it's a real person at all.

**B:** It is pretty impressive, yes, but I couldn't stand all those passers-by staring at me all the time.

**A:** But that's exactly what they want. They're entertainers; they love what they do.

**B:** I bet they don't love it when it starts to rain!

**Dialogue B**

**A:** Come on, we'll be able to see better if we're right in front of the stage.

**B:** No way, it's always too crowded there. Let's stand where there's more room.

**A:** What's the point of being here if we can't see the band?

**B:** Don't exaggerate! We'll be able to see and hear perfectly well.

**Dialogue C**

**A:** Wow, look at those hats they're wearing. They must have been really expensive!

**B:** Yeah, they look like models, don't they. To be honest, I feel a little out of place.

**A:** Don't worry, you look fine. Come on, let's put a bet on. I think the race is starting soon.

**B:** OK.

**Dialogue D**

**A:** The reviews for this were very good. One critic said the lead actor gave the best performance he'd seen all year.

**B:** I remember seeing a production of this, three, maybe four years ago. The cast were great then, too.

**A:** I wonder if there's going to be a break halfway through. It's a very long play.

**B:** Shh, it's starting!

## Module 5

➤ **Exercise 3 (p. 98)**

**Int:** Good morning listeners, I'm Simon Shadwell and welcome to this week's edition of 'Business World Today'. We just love hearing about people who have come up with innovative ideas that they turn into a successful business, so today in the studio I have with me Alice Gibson, a businesswoman in her twenties. Now, Alice not only used her imagination to make a good profit, but is also making a difference by helping children with autism. Hello, Alice. Alice, how did this all start?

**Alice:** Hi, Simon. Well, I did a degree in Art and Design and our teachers always encouraged us to find something that hadn't been done before and do it. They taught us the process of coming up with a new idea, of doing research on it and most importantly of all, how to

go about applying the things we learnt. All that really gave me the confidence to believe I could succeed.

**Int:** So you decided to start a business of your own?

**Alice:** Well, yes, but not immediately. For about a year after leaving university I simply painted and I believe, created some of my best work. Anyway, I tried selling the paintings to some local art galleries but without too much luck. I sold one or two, but I wasn't making enough to live on. That's when I decided to try something a bit different.

**Int:** OK ... tell us all about it, Alice.

**Alice:** Well, I had always enjoyed fabric design at university so I decided to try printing my own designs on beautiful fabrics like silk and then making them into bags. Of course I have to mention here that I couldn't have got started so easily without the amazing encouragement and involvement of others. Two friends from my university course gave me a hand making the bags and they are now my business partners. Then my uncle helped us design our website and blog. One of my old art teachers advised us where to find good quality fabric at a low price and so on ... I'm really grateful to them all.

**Int:** You mentioned that you set up a blog, too?

**Alice:** Yes, that's right. We blogged about the way we made the bags and posted photos of the process and of our designs. We also set up a Facebook page linked to our website and paid for Facebook advertising and even set up a Twitter account. We did everything we could to get our name out there and attract customers. At first, just family and friends were buying our bags, but then I was astounded by how things just seemed to take off. Sales jumped from just a few a week to more than 100 in just a few months. We had been warned that we might have to be very patient before seeing results and we were told more than once that most new businesses fail. We were really amazed.

**Int:** And then what happened after that?

**Alice:** Well, before long a well-known chain store offered to stock our bags. We agreed, and before we knew it our creations were hanging on the racks of several shops. At first it all seemed really strange and I wasn't sure if we had made the right decision. It felt almost like we had lost control and handed over the business to someone else. But I soon relaxed when I saw how much our sales rocketed! At that point we started to employ more people and the rest, as they say, is history!

**Int:** But your company is not all about making money, is it? Don't some of your profits go towards funding a good cause?

**Alice:** Yes, ten percent of the money we make from our sales goes towards research to help find a cure for autism. It's an issue I feel really strongly about because my nephew is autistic and I've seen the effect it's had on the family. I feel very fortunate that my business has been so successful so it's a pleasure to be able to help in something worthwhile like that.

**Int:** That's great, Alice. And finally, what are your plans for the future?

**Alice:** To tell you the truth, I'm still trying to get used to all the changes that have happened in my life during the past couple of years! It has all been a bit overwhelming, I guess. So I'm just going to sit back and enjoy it, and then continue working on our new designs for next season.

**Int:** Well, thank you for sharing your success story with us. I hope it continues to go well, Alice!

**Alice:** Thank you very much!

### ➤ Exercise 8b (p. 101)

It was risky, but I knew I wanted to try it. The cave diving club had never explored the dangerous ice caves in the frozen lake before, but it seemed like too incredible an opportunity to miss. We set out early on a freezing cold but sunny day and arrived at the lakeside chatting excitedly.

Before I knew it, we had all dived quickly into the freezing water in our heated wetsuits. When I entered the first cave cautiously, the view was absolutely spectacular with icy stalactites and colourful creatures all around. Then, suddenly, there was an awful cracking sound above me.

I stared in horror as the cave wall began to collapse! But then I felt a rough arm pulling me. I could still hear the thunderous noise of the ice breaking as I reached the surface. My friend Liam had saved me from being crushed by the ice – just in time!

As the others surfaced, you could see the look of relief spread over everyone's faces. "I don't think I'll ever do that again!" I said, still shaking with cold and fear, but extremely happy to be alive.

### ➤ Exercise 3 (p. 103)

#### Speaker A

Lots of people want to be successful in business and run their own company, but I want to take it a step further; I'd love to run my own restaurant chain one day. People tell me I'm crazy and that it'll be an unbelievable amount of work, with no guarantee that I'll succeed, but I don't care. There's just something in me that wants to show myself and others just how much I can achieve. The sky's the limit!

#### Speaker B

I've always wanted to be a pilot. The thing is, though, you can't just send your CV out to airlines and expect to be offered a job. It can take up to 10 years of flying experience just to be able to apply for a position! So, I need to have lots of flying lessons and get various certificates and I need to get a four-year degree at a university, too. It's a long, difficult, expensive process, but I'm determined to reach my goal!

#### Speaker C

To me, there would be nothing more rewarding than being a nurse. Nurses are there for people at their most difficult moments. They get to help them practically

with their medical knowledge and they might even get the chance to help save someone's life. Nurses can also take their skills with them wherever they go. I think it would be great to spend some time nursing abroad.

#### Speaker D

I'm actually quite envious of my friends who want to be doctors, accountants or teachers. I'm finding it really difficult to choose which direction I want my career to take. I've never really had a strong desire to do one particular job. I think it's hard to be sure if you would like something when you've never tried it. Maybe I should try shadowing a few people in their jobs so that I can get an idea about what they do. Perhaps I'll find something that appeals to me.

#### Speaker E

I've always enjoyed teamwork at school. I think generally people can work more effectively when they make use of each other's skills and strengths. When people work together they can get ideas from each other and put them all together to create something really really good. You can't do that when you work by yourself. I think it could be really lonely and boring working alone, too, so I definitely wouldn't like to do that.

### ➤ Exercise 5c (p. 103)

I think that there are a few different reasons why people might want to go where no one has been before, for example to the bottom of a very deep ocean or a really deep cave. First of all, many people enjoy the challenge of these kinds of experiences. They are the sort of people who experience a real thrill when they manage to achieve something that is considered really difficult or see an amazing sight for the first time ever. Also, they might want to go for a specific reason, like to study plant and animal life there for their job. In fact, these kinds of expeditions are usually very useful for scientists and other professionals. They can teach the world about new species and environmental issues, for instance. Through photography and journalism, people can also share in the amazing experience of seeing these beautiful places. Personally, I would love to go on an expedition, but I would be quite nervous about it. Sometimes exploring new places can be difficult because the environment is harsh or it's difficult to reach. I think that it would be really important to train well before and to go with experts. Most of all, I'd love to go on a voyage to the bottom of the sea! I think it would be just amazing to see all the unusual animal life down there.

## Module 6

### ➤ Exercise 2b (p. 118)

To begin with, in picture A there are some angry protesters. A woman is shouting through a megaphone and also it looks like there is an angry crowd in the background. This is a very public demonstration to make a point. On the other hand, picture B shows a couple of tents. In

front of them are banners with slogans on them. They might be camping out in protest. This must be a silent protest which is very different from a large crowd being held back by a police barrier. In my opinion, the second type of protest is more effective because it makes people think as they pass by. Loud demonstrations can be a good way to get publicity, but they often scare people and can sometimes get violent.

➤ **Exercise 3 (p. 118)**

**Speaker A**

I won free passes to a war museum and decided to take my niece and nephew for a day out. I was really pleased because museum entry fees can be expensive. We had a really great day and the children both took some souvenirs home which cost me a fortune! What I couldn't believe was how much there was to see, from displays of weapons and battle vehicles used during different wars to multimedia presentations about what happened – there were so many different things. Actually, we're eager to go back and see the things we missed out on.

**Speaker B**

I was writing an essay on war propaganda, so I thought it would be valuable to go to a war museum and see it first-hand. I thoroughly enjoyed looking at the collections and came away with lots of information for my essay. I even had access to private collections that weren't on public view – it was such an interesting experience and I took away a lot. The only thing was, I wanted to buy some books and memorabilia at the end of my visit but they were really expensive!

**Speaker C**

I'm a history fanatic, so when my friends suggested visiting a war museum I said yes straight away. On the morning of our visit, it was pouring down with rain, so it was the perfect day to go to a museum! I love war art, like all the posters reminding people to be careful what they said, and calling women to work in the factories, and I was fascinated looking at the museum's great collections. The tour guide told us a lot about all the badges and medals and other mementos, too, but I wasn't really interested in all that. At the end of the visit, I bought some postcards showing some of my favourite posters.

**Speaker D**

My history class recently paid a visit to a war museum and I was less than excited about it. We listened to various talks by guides at the museum telling us all about the various exhibits. I thought it was going to be really boring, but surprisingly I had quite a good day. In class the following day, our teacher gave us a little test on what we'd learnt at the museum. I didn't do very well, but all in all it wasn't such a bad experience.

**Speaker E**

I have always been fascinated by aeroplanes, especially after being told that my great-grandfather was an air

force pilot in World War II. So, when I discovered that the Royal Air Force was having an air show at a war museum, I just had to go. As well as the air show, the ticket included a museum tour and a special exhibition of war planes. The only thing was that rain was expected and it was unsure whether the show would go ahead. But, luckily, the rain stayed away, the air show was fantastic and I had a wonderful day.

➤ **Exercise 7 (p. 124)**

**Dialogue A**

**A:** Hey, look at that!

**B:** What, what?

**A:** You have to come over to my window. Oh, it's too late, we're past it now.

**B:** Was it a building or a statue? The tour guide didn't say anything.

**A:** No, it was a poster for the new superhero film.

**B:** Oh, for goodness sake! We can see that in our own city.

**Dialogue B**

**A:** This is an ancient boat. It's called a bireme because it has two rows of oars. But it also has a mast and a sail as well, as you can see.

**B:** What's this bit?

**A:** Don't touch the model, please. That's a ram, for attacking other boats in battle.

**B:** Where were they used?

**A:** They sailed all over the Mediterranean Sea, around 2000 years ago. Now, if there are no more questions, we can move on to the next exhibit.

**Dialogue C**

**A:** That statue is extraordinary.

**B:** Yes, and there's more like it in the other museums.

**A:** There are lots of them in Rome, aren't there?

**B:** That's why all the advertising posters have statues and paintings on them!

**A:** Okay, you've convinced me. I'd like two tickets for next weekend.

**B:** Of course. Shall I book you a hotel near the museum as well?

**Dialogue D**

**A:** Will we get off at that platform, mummy?

**B:** This is a port, dear. They don't call them platforms.

**A:** What do they call them, then?

**B:** Quays, normally. But that one looks a little small for a vessel of this size.

**A:** The city looks beautiful, doesn't it?

**B:** Yes. Coming in from the sea is the best way to see it.

**RNE Skills Listening Practice**

➤ **Skills 1, Exercise 2 (p. LP1)**

**Dialogue A**

**A:** You've got a fantastic view from here, Kate!

**B:** I know, isn't it wonderful? Look, you can even see the river over there in the distance.

**A:** It's lovely. You're really lucky to live on the top floor. Your living room is really modern and spacious, too.

**B:** I love it. Come on, I'll show you the kitchen.

#### Dialogue B

**A:** Oh no, I forgot to get salad. The fresh food's all the way back near the entrance in the first aisle.

**B:** Don't worry, I'll go and get it.

**A:** Thanks. Oh, can you pick up something for dessert tonight, too?

**B:** Sure, anything else?

**A:** No, that's all. I'll go and get in the queue to pay.

#### Dialogue C

**A:** It's great here, isn't it? Everything is under one roof.

**B:** Yes, I'm enjoying it. Oh look, they've got a sale on here! I'd really like a new pair of jeans. Shall we have a look inside?

**A:** OK. I'll see if they've got any winter coats. I really need a new one.

**B:** Oh, me too. Come on then!

#### Dialogue D

**A:** I'm just going to pop into this shop to buy a magazine to read on the journey.

**B:** OK, I'll go and sit down over there and wait for you. I want to be near a screen so I can see when our departure gate is open.

**A:** OK. You've got our boarding passes, haven't you?

**B:** Yes, they're in my bag. Don't worry.

#### > Skills 2, Exercise 4 (p. LP2)

##### Speaker A

I only started taking part in diving competitions quite recently. Last year, I actually won a gold medal in a big event. It was such an amazing feeling, but I have to say, it wasn't easy. I started training for the event months ago. I went to the pool every day for 2 hours before college and then again after lessons. It was really hard work but it was worth it.

##### Speaker B

I'm quite a sporty person, but I've never felt attracted by all these crazy adrenaline sports like hang gliding and rock climbing. I just don't see the point of putting yourself in so much danger. I once went white water rafting and I just felt really stressed out as we raced down the river bumping into all the rocks! It was awful!

##### Speaker C

It seems like all my friends have signed up to this new exercise class recently. All the local gyms are offering it. It's sort of a cross between aerobics and dance. My friends have told me that it includes other elements such as hip-hop, salsa, belly dancing and even martial arts. I can understand why so many people like it – it sounds like a lot of fun.

##### Speaker D

I've wanted to open my own outdoor activity centre for ages, but now a friend and I are finally going to make it happen. We're going to have a climbing wall, an

outdoor swimming pool and many other exciting activities. I can't wait for our opening day. Hopefully it'll be some time next year.

##### Speaker E

Don't get me wrong, I do try to stay fit. I walk everywhere and go to the gym a few times a week. When it comes to team sports, though, I've always been more of a spectator than a participant. My favourite sport of all is ice hockey. I have a season ticket to see all my team's matches. It's such a fast, exciting game with loads of action and there's always a great atmosphere among the supporters.

#### > Skills 3, Exercise 6 (p. LP2)

**Andy:** Hi Sarah. Have you heard my news? I'm taking capoeira classes at the community centre.

**Sarah:** Morning, Andy. I don't think I've ever heard of capoeira. What is it?

**Andy:** It's a mix of martial arts, dance and music, but unlike other martial arts, there's no actual contact between the two players.

**Sarah:** If you don't touch your opponent, how do you win?

**Andy:** It's all about skill. You stop before you hit someone and avoid attacks rather than block them. It's a series of movements, using mainly your legs, feet and head, keeping to a rhythm played on musical instruments. One of the musicians decides who the best contestant was.

**Sarah:** It sounds more like dancing to me.

**Andy:** Well, I personally like to think of it as a martial art set to music.

**Sarah:** Do you need to be fit to take part?

**Andy:** You need to be reasonably fit, yes, but just like other martial arts, beginners learn simple moves first of all. I've only been going for a few weeks so it'll be a while before I face an opponent.

**Sarah:** So why did you start doing capoeira?

**Andy:** I'd been going to the gym for years, but I was losing interest. Working out had become a chore. The good thing about capoeira is that it's a sport that brings people together. I've made lots of friends since I've been going to the community centre.

**Sarah:** The more you tell me, the more interesting it seems. How do people sign up for classes?

**Andy:** There's not that many places so it's best to phone or call in at the community centre and book. It's getting more and more popular every week. The classes started a couple of weeks ago. At the beginning, there was just one class on a Monday, but so many people came along that they had to add another on Thursdays.

**Sarah:** It sounds like it's a lot of fun. I think I'll join up.

**Andy:** That's a great idea. We could go together on Thursday.

**Sarah:** Oh no, I've just remembered I've got hockey practice on Thursdays and there's an important match this weekend.

**Andy:** Well why don't you come with me next Monday then?

**Sarah:** OK. I'll phone the community centre when I get back home and book a place.





# Evaluations

## Formative Evaluation Chart

Name of game/activity: .....

Aim of game/activity: .....

Module: ..... Unit: ..... Course: .....

Students' names:		Mark and comments
1		
2		
3		
4		
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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.**

<ul style="list-style-type: none"> <li>• read and talk about lifestyles .....</li> </ul>	
<ul style="list-style-type: none"> <li>• compare cultures .....</li> </ul>	
<ul style="list-style-type: none"> <li>• check in for a flight .....</li> </ul>	
<ul style="list-style-type: none"> <li>• request &amp; respond .....</li> </ul>	
<ul style="list-style-type: none"> <li>• read and talk about alternative living .....</li> </ul>	
<ul style="list-style-type: none"> <li>• present ways to reduce waste .....</li> </ul>	
<ul style="list-style-type: none"> <li>• read and talk about living in an airport .....</li> </ul>	
<ul style="list-style-type: none"> <li>• compare people .....</li> </ul>	
<ul style="list-style-type: none"> <li>• talk about daily problems &amp; annoyances .....</li> </ul>	
<ul style="list-style-type: none"> <li>• make decisions .....</li> </ul>	
<ul style="list-style-type: none"> <li>• talk about problems/agree – disagree .....</li> </ul>	
<ul style="list-style-type: none"> <li>• read and talk about community spirit .....</li> </ul>	
<ul style="list-style-type: none"> <li>• read for gist .....</li> </ul>	
<ul style="list-style-type: none"> <li>• read for specific information .....</li> </ul>	
<ul style="list-style-type: none"> <li>• listen for detail .....</li> </ul>	

**Go through the corrected writing tasks. Use the code to evaluate yourself.**

<ul style="list-style-type: none"> <li>• write an interview .....</li> </ul>	
<ul style="list-style-type: none"> <li>• describe a visit to a tribe .....</li> </ul>	
<ul style="list-style-type: none"> <li>• write how immigrants become citizens in your country .....</li> </ul>	
<ul style="list-style-type: none"> <li>• describe a day as a freegan .....</li> </ul>	
<ul style="list-style-type: none"> <li>• compare lifestyles .....</li> </ul>	
<ul style="list-style-type: none"> <li>• write a for and against essay .....</li> </ul>	
<ul style="list-style-type: none"> <li>• identify sentence order in a paragraph .....</li> </ul>	
<ul style="list-style-type: none"> <li>• write supporting sentences for a topic sentence .....</li> </ul>	

CODE

\*\*\*\* Excellent

\*\*\* Very Good

\*\* OK

\* Not Very Good

### Student's Self Assessment Form

Module 2

Go through Module 2 and find examples of the following. Use the code to evaluate yourself.

• read and talk about extreme people, place & activities .....	
• read and talk about eating insects/bugs .....	
• read and talk about unusual devices .....	
• read and talk about a community of people .....	
• invite a friend to an event .....	
• show hesitation .....	
• describe a visit to a cave .....	
• read for gist .....	
• read for detail/purpose .....	
• read for specific information .....	
• have an interview .....	
• talk about extreme sports .....	
• compare ideas/speculate/give reasons .....	
• listen for specific information .....	
• describe a photo .....	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write sentences about attitudes towards eating insects .....	
• write about an extreme sport .....	
• write an opinion essay .....	
• express opinion .....	
• write beginnings/endings for essays .....	
• link ideas .....	
• support viewpoints with reasons/examples .....	

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.	
• read and talk about healthcare & fitness .....	
• read for cohesion .....	
• discuss alternative therapies .....	
• summarise a text .....	
• identify main ideas in a text .....	
• read & talk about physical activities .....	
• give sb a tour of a place .....	
• discuss symptoms & remedies .....	
• express sympathy .....	
• read and talk about emotional health .....	
• read for detail (opinion, attitude, purpose, main idea, tone, gist) .....	
• talk about stressful situations .....	
• present ways to deal with stress .....	
• express choice/reason – recommend .....	
• listen for specific information (tone/attitude/topic/situation/detail) .....	

Go through the corrected writing tasks. Use the code to evaluate yourself.	
• write a paragraph giving reasons .....	
• write a text about a place of natural beauty .....	
• write a paragraph expressing opinion .....	
• write tips on how to manage anger .....	
• write a report making suggestions & recommending .....	
• practise formal style .....	
• make suggestions/recommendations .....	

**CODE**

\*\*\*\* Excellent

\*\*\* Very Good

\*\* OK

\* Not Very Good

**Student's Self Assessment Form****Module 4****Go through Module 4 and find examples of the following. Use the code to evaluate yourself.**

• read and talk about festivals & events .....	
• present a festival as live TV commentary .....	
• read and talk about circus performers .....	
• act out an interview .....	
• read for text structure/cohesion and coherence .....	
• read for specific information & detail .....	
• buy a formal outfit .....	
• compliment .....	
• read & talk about photography .....	
• talk about hypothetical situations .....	
• talk about news & the media .....	
• compare photos .....	
• listen for gist, detail, function, purpose, attitude, opinion, relationship, etc .....	

**Go through the corrected writing tasks. Use the code to evaluate yourself.**

• write a paragraph expressing choice & reason .....	
• write sentences explaining a motto .....	
• write a letter about a famous sporting event .....	
• write a short account of a day in the life of a photographer .....	
• write a paragraph about a festival .....	
• write a review .....	
• recommend a book/film, etc .....	

**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.**

• read & talk about breakthroughs .....	
• read & talk about nanobots .....	
• report people's words .....	
• identify main ideas in paragraphs .....	
• read for opinion, attitude, purpose, main idea, detail, tone, gist .....	
• read for specific information & detail .....	
• take part in a telephone survey .....	
• persuade someone to visit a place .....	
• show interest .....	
• read & talk about success .....	
• read for text structure, cohesion & coherence .....	
• present a scientist's profile .....	
• talk about career success .....	
• listen for gist, detail, purpose, attitude, opinion, etc .....	

**Go through the corrected writing tasks. Use the code to evaluate yourself.**

• write a summary of a text .....	
• write a paragraph giving reasons .....	
• write a text about an important observatory/science museum .....	
• write a story .....	
• sequence events .....	
• practise narrative/descriptive language .....	
• write beginnings/endings to a story .....	



**CODE**

\*\*\*\* Excellent

\*\*\* Very Good

\*\* OK

\* Not Very Good

**Student's Self Assessment Form****Module 6****Go through Module 6 and find examples of the following. Use the code to evaluate yourself.**

• read & talk about historic tourist attractions .....	
• read & talk about a shipwreck .....	
• read for text structure, cohesion & coherence .....	
• read & talk about household duties .....	
• read & talk about Charles Dickens .....	
• persuade sb to visit a tourist attraction .....	
• comment on an experience .....	
• read & talk about archaeological sites .....	
• read for specific information & detail .....	
• read for detailed understanding of a text .....	
• talk about war & protest .....	
• compare photographs .....	
• listen for general gist, detail, function, etc .....	

**Go through the corrected writing tasks. Use the code to evaluate yourself.**

• write sentences describing a scene .....	
• write a short diary entry for a day in the life of a person .....	
• write a text about a famous author from the past .....	
• write sentences giving reasons .....	
• write an article describing a place .....	
• use descriptive language .....	
• use the senses to describe a place .....	

**Progress Report Cards**

**Progress Report Card**

**Module 1**

..... (name) can:

	very well	OK	not very well
read and talk about lifestyles			
compare cultures			
check in for a flight			
request & respond			
read and talk about alternative living			
present ways to reduce waste			
read and talk about living in an airport			
compare people			
talk about daily problems & annoyances			
make decisions			
talk about problems/agree – disagree			
read and talk about community spirit			
read for gist			
read for specific information			
write an interview			
describe a visit to a tribe			
write how immigrants become citizens in their country			
describe a day as a freegan			
compare lifestyles			
write a for and against essay			
identify sentence order in a paragraph			
write supporting sentences for a topic sentence			

## Progress Report Card

..... (name) can:	<b>Module 2</b>		
	very well	OK	not very well
read and talk about extreme people, place & activities			
read and talk about eating insects/bugs			
read and talk about unusual devices			
read and talk about a community of people			
invite a friend to an event			
show hesitation			
describe a visit to a cave			
read for gist			
read for detail/purpose			
read for specific information			
have an interview			
talk about extreme sports			
compare ideas/speculate/give reasons			
listen for specific information			
describe a photo			
write sentences about attitudes towards eating insects			
write about an extreme sport			
write an opinion essay			
express opinion			
write beginnings/endings for essays			
link ideas			
support viewpoints with reasons/examples			

## Progress Report Card

..... (name) can:	<b>Module 3</b>		
	very well	OK	not very well
read and talk about healthcare & fitness			
read for cohesion			
read and discuss alternative therapies			
summarise a text			
identify main ideas in a text			
read & talk about physical activities			
give sb a tour of a place			
discuss symptoms & remedies			
express sympathy			
read and talk about emotional health			
read for detail (opinion, attitude, purpose, main idea, tone, gist)			
talk about stressful situations			
present ways to deal with stress			
express choice/reason - recommend			
listen for specific information (tone/attitude/topic/situation/detail)			
write a paragraph giving reasons			
write a text about a place of natural beauty			
write a paragraph expressing opinion			
write tips on how to manage anger			
write a report making suggestions & recommending			
practise formal style			
make suggestions/recommendations			

## Progress Report Card

**Module 4**

..... (name) can:

	very well	OK	not very well
read and talk about festivals & events			
present a festival as live TV commentary			
read and talk about circus performers			
act out an interview			
read for text structure/cohesion and coherence			
read for specific information & detail			
buy a formal outfit			
compliment			
read & talk about photography			
talk about hypothetical situations			
talk about news & the media			
compare photos			
listen for gist, detail, function, purpose, attitude, opinion, relationship, etc			
write a paragraph expressing choice & reason			
write sentences explaining a motto			
write a letter about a famous sporting event			
write a short account of a day in the life of a photographer			
write a paragraph about a festival			
write a review			
recommend a book/film, etc			

## Progress Report Card

..... (name) can:	<b>Module 5</b>		
	very well	OK	not very well
read & talk about breakthroughs			
read & talk about nanobots			
report people's words			
identify main ideas in paragraphs			
read for opinion, attitude, purpose, main idea, detail, tone, gist			
read for specific information & detail			
take part in a telephone survey			
persuade someone to visit a place			
show interest			
read & talk about success			
read for text structure, cohesion & coherence			
present a scientist's profile			
talk about career success			
listen for gist, detail, purpose, attitude, opinion, etc			
write a summary of a text			
write a paragraph giving reasons			
write a text about an important observatory/science museum			
write a story			
sequence events			
practise narrative/descriptive language			
write beginnings/endings to a story			

## Progress Report Card

**Module 6**

..... (name) can:

	very well	OK	not very well
read & talk about historic tourist attractions			
read & talk about a shipwreck			
read for text structure, cohesion & coherence			
read & talk about household duties			
read & talk about Charles Dickens			
persuade sb to visit a tourist attraction			
comment on an experience			
read & talk about archaeological sites			
read for specific information & detail			
read for detailed understanding of a text			
talk about war & protest			
compare photographs			
listen for general gist, detail, function, etc			
write sentences describing a scene			
write a short diary entry for a day in the life of a person			
write a text about a famous author from the past			
write sentences giving reasons			
write an article describing a place			
use descriptive language			
use the senses to describe a place			

**Module 1**

**1a**

- 1 1 harsh 5 temporary 9 idyllic  
 2 tribe 6 livestock 10 stilt  
 3 sparsely 7 possessions  
 4 monsoon 8 drought
- 2 1 face 3 settle 5 migrate  
 2 rear 4 flee 6 treated
- 3 1 granted 3 witnessed 5 show  
 2 struck 4 help
- 4 1 stay 5 has just moved  
 2 has caused 6 know  
 3 enjoy 7 has been working  
 4 are struggling
- 5 1 move 6 are now returning  
 2 hunt 7 are becoming  
 3 gather 8 go  
 4 has been attempting 9 arise  
 5 have already rejected 10 believe

**1b**

- 1 1 exception 3 convinced 5 emotional  
 2 spears 4 overwhelming 6 treasure
- 2 1 Gasps 3 secluded 5 spot  
 2 revolving 4 swapped 6 shelters
- 3 1 to 3 by 5 for  
 2 with 4 after 6 of
- 4 1 am thinking, think  
 2 Do you enjoy, am enjoying  
 3 is Richard, is being  
 4 are you looking, don't look
- 5 1 Did you enjoy, had read  
 2 were you doing, was surfing, was chatting  
 3 was riding, had, Did you hurt  
 4 did you go, had already left  
 5 did Larry look, had been walking

**1c, d**

- 1 1 trace 4 process 7 exchange  
 2 nickname 5 acquire 8 burden  
 3 gateway 6 undergo
- 2 1 western 3 variety 5 finally  
 2 visitors 4 attractions 6 tasty
- 3 1 a 2 b 3 b 4 b 5 b 6 b

**4 (Suggested Answer)**

- A: Can I see your passport?  
 B: Here you are.  
 A: How many pieces of luggage are you checking in?  
 B: Just this one suitcase.  
 A: Could you put your luggage on the conveyor belt?  
 B: No problem.  
 A: Did you pack your luggage yourself?  
 B: Of course.  
 A: Would you like an aisle seat?  
 B: No, window please.  
 A: Here's your passport and boarding pass. Please go to Gate 27 at six o'clock. Enjoy your flight.  
 B: Thank you very much.

**1e**

- 1 1 F 3 T 5 NS 7 T  
 2 NS 4 T 6 F 8 F
- 2 1 tempted 4 pitying 7 discarded  
 2 scavenge 5 sort  
 3 edible 6 consumer

**1f**

- 1 a) 1 vending 3 foreseeable 5 bustling  
 2 jangle 4 migrant 6 wheeling

**b) (Suggested Answer)**

- 1 I buy a bar of chocolate from the vending machine every day.  
 2 The airport will remain closed for the foreseeable future.  
 3 Lots of migrant workers are employed at the factory.  
 4 The airport was full of bustling passengers.
- 2 1 hurry 3 search 5 temporarily  
 2 difficulty 4 blind 6 impression
- 3 1 in 3 up 5 on 7 with  
 2 in 4 from 6 down
- 4 1 the busiest 4 quicker  
 2 the best 5 as bad  
 3 the most luxurious 6 the cheapest
- 5 1 worst 3 the longest 5 the angrier  
 2 further/farther 4 heavier 6 fast as

**1g**

- 1 a) 1 CONSTRUCTION 5 STRAY  
 2 OVERCROWDED 6 LITTER  
 3 DRIPPING 7 PARKED  
 4 OVERGROWN
- b) A 6 C 3 E 5 G 1  
 B 7 D 2 F 4



2 1 b                      2 a                      3 b                      5 1 E                      2 B                      3 E                      4 B

3 1 C                      2 C                      3 B                      4 B                      5 A

**1h**

- 1 1 swap                      3 dust                      5 schemes  
 2 spirit                      4 consumerism                      6 reusable
- 2 1 up                      3 on                      5 away                      7 away  
 2 back                      4 of                      6 off
- 3 1 catching                      3 carry                      5 looked  
 2 get                      4 hold
- 4 1 wasted                      5 guidelines                      9 satisfaction  
 2 matchmaker                      6 amount                      10 gardeners  
 3 advert                      7 water  
 4 location                      8 Internet

**1i**

1 A 2, 3, 4                      B 5                      C 1

Arguments	Examples/Justifications
<ul style="list-style-type: none"> <li>experience new culture</li> <li>miss your country and traditions</li> </ul>	<ul style="list-style-type: none"> <li>try new food, participate in local celebrations</li> <li>feeling uneasy with new customs or laws which can make you feel restricted or overwhelmed with chaos</li> </ul>
Arguments	Examples/Justifications
<ul style="list-style-type: none"> <li>learn a new language</li> <li>require lots of time and effort</li> </ul>	<ul style="list-style-type: none"> <li>fun and useful skill for the future</li> <li>it is difficult to learn a language without helpful people and motivation</li> </ul>
Arguments	Examples/Justifications
<ul style="list-style-type: none"> <li>have a fresh start in life</li> <li>moving abroad and away from family and friends</li> </ul>	<ul style="list-style-type: none"> <li>meet new people, make new friends, build new relationships</li> <li>you may lose touch with family and friends</li> </ul>

- 3 1 To start with                      4 Not only this, but  
 2 Consequently                      5 such as  
 3 even though                      6 However
- 4 A 1 First of all  
 2 For this reason  
 3 Another disadvantage is  
 4 because
- B 1 In summary                      3 nonetheless  
 2 although

- 6 a) 1 There are many good reasons why communities should adopt a neighbourhood watch programme. (Topic sentence)  
 2 One advantage is that it increases community spirit.  
 3 In particular, those involved in the programme could develop a strong bond and feel more connected with others living in their area.  
 4 In addition, neighbourhood watch schemes help to reduce crime.  
 5 As a result, they make the town a much safer place for all of the residents in the community.

**b) (Suggested Answer)**

There are many advantages to having a neighbourhood watch programme in your community.

7 a) 1 A                      2 F                      3 F                      4 A

b) A 4                      B 2                      C 1                      D 3

- c) 1 formal  
 2 First paragraph – state topic  
 Second paragraph – arguments for/against  
 Third paragraph – arguments for/against  
 Fourth paragraph – arguments for/against  
 Final paragraph – summary and opinion  
 3 **(Suggested Answer)**  
 These days, many people choose to live alone. Without a doubt, living alone has its disadvantages, but what about the advantages?

**8 (Suggested Answer)**

These days, many people choose to live alone. Without a doubt, living alone has its disadvantages, but what about the advantages?  
 There are many reasons why people live alone. First of all, it provides a great deal of privacy. On the other hand, living alone can be very expensive since there is no one else to share the cost of food, rent and utility bills. Secondly, a person who lives alone does not need to worry about others invading their personal space. However, it can be lonely. For example, a person who lives on their own has to eat their meals by themselves and there is no one to talk to if they feel bored. Finally, living alone promotes independence because people must become self-sufficient and take responsibility for all household tasks. However, managing all these tasks can become somewhat difficult and overwhelming. This can lead to stress and anxiety.  
 All things considered, I think it is up to each person individually to decide whether living alone is right for them. Some people may enjoy the independence and privacy that living alone brings, while others would find it a lonely and isolating experience.

**English in Use**

- 1 1 massive                      4 renewable
- 2 futuristic                      5 centrally
- 3 floating                        6 entertainment

**Speaking**

- 1 b    3 a    5 b    7 a    9 b    11 b
- 2 b    4 b    6 b    8 b    10 a    12 a

**Language & Grammar Review**

- 1 C      6 D      11 A      16 C      21 C
- 2 D      7 B      12 C      17 B      22 B
- 3 C      8 A      13 D      18 D      23 C
- 4 B      9 D      14 A      19 A      24 A
- 5 D      10 B      15 D      20 C      25 D

**Reading Task**

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

**Building Up Vocabulary**

- 1 1 migrate                      8 predecessor                      15 inhabit
  - 2 roam                              9 descendant                      16 connection
  - 3 wander                          10 edge                              17 link
  - 4 clan                              11 border                            18 relationship
  - 5 nation                          12 line                                19 origin
  - 6 race                              13 reside                            20 native
  - 7 ancestor                        14 dwell                              21 birth
- 
- 2 1 precisely                              7 dangerous
  - 2 residents                              8 floating
  - 3 settlement                              9 villagers
  - 4 accessible                              10 unconventional
  - 5 community                              11 slavery
  - 6 oppressive                              12 intention

**Language Knowledge – Module 1**

- 1 1 C      3 C      5 D      7 A
  - 2 A      4 A      6 A
- 
- 2 1 has been living, on                      4 was travelling, by
  - 2 seems, on                                  5 to reduce, to
  - 3 used to, older
- 
- 3 1 have never visited such an
  - 2 has been a month since
  - 3 get on well with
  - 4 was more friendly than
  - 5 has been teaching English for
  - 6 is not as clean as
  - 7 first time Colin has lived
  - 8 didn't have enough money
  - 9 waited until everyone had arrived
  - 10 last time Jen worked was
  - 11 has not spoken French for
  - 12 has not changed since

**Module 2**

**2a**

A	F	D	Z	R	I	Y	O	L	B	G
T	A	R	A	N	T	U	L	A	T	H
V	U	A	M	N	O	T	F	D	Y	S
M	A	G	G	O	T	E	J	Y	E	O
R	G	O	E	C	H	G	U	B	I	R
C	I	N	S	C	O	R	P	I	O	N
R	E	F	T	H	K	A	C	R	I	C
I	W	L	G	I	W	S	Y	D	R	F
C	D	Y	N	A	O	S	B	I	W	L
K	M	U	F	T	D	H	C	J	Q	A
E	A	R	T	H	W	O	R	M	U	S
T	V	A	D	U	I	P	P	A	E	M
E	I	A	C	Z	K	P	B	M	L	O
U	G	N	O	E	N	E	I	X	G	T
A	S	C	O	C	K	R	O	A	C	H

- 2 1 scrambled                      4 marinate                      7 stir-fried
  - 2 grilled                              5 microwaved
  - 3 baked                              6 boiled
- 
- 3 1 platter                              4 churn                              7 contamination
  - 2 delicacy                              5 tuck
  - 3 aroma                                6 edible
- 
- 4 1 'll have
  - 2 'm meeting
  - 3 am going to make/am making
  - 4 'll take
  - 5 're going to fall
  - 6 'll try

**2b**

- 1 1 far-fetched                      4 sceptical                      7 disabled
  - 2 prototype                          5 insert
  - 3 demonstrate                      6 emerges
- 
- 2 1 cracked                              5 mind
  - 2 signals                                6 mouth-watering
  - 3 flick                                  7 main course
  - 4 beam                                  8 paid
- 
- 3 1 replicate                          3 swirl                              5 illusion
  - 2 levitate                              4 control
- 
- 4 1 will have finished
  - 2 will be driving
  - 3 will have repaired
  - 4 Will you be working
  - 5 will have built
  - 6 will be showing
  - 7 won't have completed
  - 8 will have been working
  - 9 won't have created
  - 10 will have travelled

**2c, d**

- 1 1 muddy 4 waterway 7 hunting  
 2 stretches 5 refugees 8 laid-back  
 3 ancestors 6 stilt
- 2 1 restrict 4 moisture 7 extinct  
 2 Rotten 5 pace  
 3 facing 6 attract
- 3 1 F 3 E 5 I 7 H 9 C  
 2 D 4 A 6 B 8 G

**4 (Suggested Answer)**

A: Hi, Julie. Are you doing anything this Saturday?  
 B: No, I don't think so. Why?  
 A: Well, I'm thinking of going to the Watermelon Thump.  
 B: What on earth is that?  
 A: It's a festival dedicated to watermelons! It's been taking place since 1954.  
 B: Really? What do you do there?  
 A: Well, there's a competition to try and beat the record of the largest watermelon. It was set at 37 kg back in 1962!  
 B: That's huge!  
 A: I know. There's also a watermelon carving contest, a seed spitting competition and live bands and other entertainment. So would you like to come with me?  
 B: I'm not sure ... .  
 A: Go on, it'll be fun. Entrance is free and there's plenty of watermelon to eat!  
 B: Well, OK then.  
 A: Great! I'll call you tomorrow to arrange the details.  
 A: OK, bye.

**2e**

- 1 1 funding 4 humidity 7 fate  
 2 sweat 5 breeze  
 3 glittered 6 abandoned
- 2 1 up 3 in 5 out  
 2 out 4 up
- 3 1 dry 3 clear 5 quick  
 2 hard 4 blind 6 cold
- 4 1 B 2 B 3 C 4 A 5 A

**2f**

- 1 1 mind 4 released 7 captured  
 2 fussy 5 crate 8 held  
 3 relief 6 bait
- 2 1 waved 3 knelt 5 bitten  
 2 bed 4 charges 6 famous

- 3 1 under 3 off 5 out  
 2 away 4 by 6 in
- 4 1 exploring 6 to go 11 signing  
 2 swim 7 to bring 12 to get  
 3 diving 8 visiting 13 catching  
 4 feed 9 to help 14 waiting  
 5 staying 10 make

**2g**

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

**2h**

- 1 1 steamed 4 broke  
 2 brought 5 came  
 3 makes/made 6 springing
- 2 1 wrestling 5 national 9 opponent  
 2 performance 6 pride 10 restriction  
 3 symbolised 7 Basically 11 competitors  
 4 powerful 8 disqualified 12 upper
- 3 1 A 3 A 5 C 7 A  
 2 C 4 B 6 A

**2i**

- 1 1 E 2 C 3 B 4 A 5 D
- 2 a) In my opinion, we should not use exotic animals for entertainment.

b)

Viewpoints	Reasons/Examples
<ul style="list-style-type: none"> <li>harmful to the animals involved</li> <li>dangerous for the animal handlers</li> <li>(Opposing viewpoints) circuses take care of the animals</li> <li>people admire them</li> <li>shows are educational</li> <li>(Attack on opposing viewpoints) feeding and giving medical treatment doesn't keep animal happy</li> <li>circuses aren't educational</li> </ul>	<ul style="list-style-type: none"> <li>poorly treated, kept in bad conditions</li> <li>killer whale dragged and drowned trainer</li> <li>must be healthy to perform</li> <li>they see the animals perform tricks</li> <li>raise awareness of the state of animals</li> <li>they are forced to perform silly tricks</li> <li>people do not see the natural behaviour of the animal</li> </ul>

- 3
- 1 list viewpoints: For a start, Secondly, Finally
  - 2 introduce examples: For example
  - 3 introduce opposing ideas: On the other hand, However
  - 4 add more points: Furthermore
  - 5 conclude: In conclusion

**(Suggested Answer)**

- 1 Firstly
  - 2 For instance
  - 3 Alternatively, Though
  - 4 In addition
  - 5 To sum up
- 4
- 1 For a start, they are often poorly-treated by their trainers and kept in bad conditions.
  - 2 On the other hand, supporters say that the circuses look after animals, because the creatures must be healthy to attract spectators.
  - 3 However, just because an animal is fed and given medical treatment, it does not mean it will be happy.

**(Suggested Answer)**

- 1 I believe that using animals for entertainment purposes should be banned.
- 2 Alternatively, supporters claim that circuses provide the animals with whatever they need in order to thrive.
- 3 Though, feeding and medical treatment are key aspects to a healthy life, they do not provide the emotional well-being of the animal.

**5 (Suggested Answer)**

- 1
  - In the first place, snowboarding is dangerous. For example, many people have been injured while taking part in the sport. As a result of their injuries, some of these people are unable to fully recover and cannot participate in snowboarding any more.
  - Secondly, snowboarding equipment is expensive. Special equipment such as protective clothing and a proper board is required. These items are not affordable for many people.
- 2
  - Firstly, martial arts teaches self-defence. In particular, participants learn how to deal with aggressors. This boosts their confidence and helps them stay safe on the streets.
  - In addition, kickboxing has many health benefits. For instance, it increases stamina and strength. This means participants feel more active and alert.

- 6
- |                     |                 |
|---------------------|-----------------|
| 1 on the other hand | 4 Therefore     |
| 2 because           | 5 In particular |
| 3 To begin with     |                 |

**7 (Suggested Answer)**

- 1 I feel that exotic animals should not be used in film stunts.

- 2 My opinion is that dangerous animals should not be kept as pets.
- 3 The way I see it, we should not allow animals to be used in circus acts.
- 4 It seems to me that cliff diving is too risky and should be banned.
- 5 As far as I'm concerned, martial arts build discipline and should be encouraged.

- 8
- |     |     |     |
|-----|-----|-----|
| 1 B | 2 E | 3 B |
|-----|-----|-----|

- 9 a)
- |     |     |     |
|-----|-----|-----|
| 1 C | 2 A | 3 B |
|-----|-----|-----|

- b)
- 1 An opinion essay
  - 2 Formal
  - 3 Paragraph 1: A statement of the topic or issue  
Paragraph 2: My opinion, first viewpoint and reasons/examples  
Paragraph 3: An opposing viewpoint and reasons/examples  
Paragraph 4: An attack on the opposing viewpoint with reasons/examples  
Paragraph 5: Restate my opinion

**10 (Suggested Answer)**

All over the world, wild animals are kept in zoos and exhibited for our entertainment. Some people think this is acceptable and even necessary, but others feel it is cruel and unfair. Personally, I would like to see zoos closed down. Firstly, life in captivity is unnatural for wild animals. For instance, they are unable to hunt or breed as they do in the wild. In many cases, these activities are vital to their health. In contrast, other people say that keeping animals in captivity protects endangered species. Some animals would become extinct outside of captivity; in particular, those whose natural habitats are disappearing. On the other hand, captivity is often easier and cheaper than protecting the animals in the wild. Therefore, the existence of zoos can become an excuse for not preserving their habitats. To sum up, I strongly believe that wild animals should not be kept in captivity. To my mind, they should be allowed to live in their natural habitats.

**English in Use**

- |   |               |             |                 |
|---|---------------|-------------|-----------------|
| 1 | 1 actually    | 4 heated    | 7 possibilities |
|   | 2 the deepest | 5 abundance | 8 incredibly    |
|   | 3 more than   | 6 depths    | 9 our           |
- 2
- 1 let her go
  - 2 would rather Ben taught me
  - 3 a kind gesture to get
  - 4 were made to practice
  - 5 could hardly see

**Speaking**

- 1 a    3 b    5 b    7 a    9 b    11 a  
2 b    4 b    6 a    8 b    10 a    12 a

**Language & Grammar Review**

- 1 C    6 B    11 A    16 A    21 C  
2 B    7 A    12 D    17 C    22 D  
3 B    8 B    13 C    18 B    23 C  
4 A    9 C    14 C    19 D    24 D  
5 C    10 C    15 A    20 B    25 A

**Reading Task**

- 1 D    4 D    7 A    10 C    13 A  
2 C    5 B/C    8 B/D    11 B    14 D  
3 B    6 C/B    9 D/B    12 D    15 A

**Building Up Vocabulary**

- 1 1 dare    8 brochure    15 mix  
2 risk    9 catalogue    16 development  
3 gamble    10 appetising    17 evolution  
4 ingredients    11 savoury    18 progress  
5 recipe    12 tasty    19 experiment  
6 instructions    13 whisk    20 discovery  
7 menu    14 stir    21 research
- 2 1 amazing    7 suppliers  
2 bitterness    8 increasingly  
3 temporarily    9 participants  
4 alternative    10 unappealing  
5 obesity    11 transformation  
6 Unfortunately    12 Simply

**Language Knowledge – Module 2**

- 1 1 D    3 C    5 C    7 C  
2 C    4 B    6 D
- 2 1 will be flying, order  
2 to go, over  
3 will have already started  
4 training, for  
5 believes, in
- 3 1 let us touch  
2 is looking forward to seeing  
3 is going to visit  
4 didn't come up  
5 had difficulty (in) eating  
6 prefers playing tennis to  
7 made her wear  
8 succeeded in inventing  
9 wasn't enough time to go  
10 to avoid encountering  
11 didn't mean to  
12 didn't mind eating

**Module 3**

**3a**

- 1 a) **alternative therapies:** acupuncture, meditation, reflexology  
**aches, pains, injuries:** nosebleed, concussion, migraine, blisters, ulcer
- b) **alternative therapies:** hypnotherapy, homeopathy  
**aches, pains, injuries:** osteoporosis, indigestion
- 2 1 mesmerised    5 restless    9 addiction  
2 disorder    6 absorbed    10 side  
3 overcome    7 kick  
4 panic    8 relief
- 3 1 off    3 up    5 down    7 away  
2 under    4 into    6 with
- 4 1 Do you think I should try homeopathy?  
2 Tina can meditate for hours without being distracted.  
3 You could/should go and see a hypnotist.  
4 You mustn't drink coffee while trying homeopathy.  
5 Ken may/might/could try the yoga class later today.  
6 Reflexology patients have to/don't need to fill out their medical history.  
7 You needn't/don't have to/don't need to see a doctor before trying acupuncture.  
8 Can I try a reflexology session right now?

**3b**

- 1 1 boost    5 harness    9 caught  
2 hilarious    6 hammock    10 craze  
3 tickled    7 nostrils    11 weightless  
4 poses    8 swung    12 concentration
- 2 1 of    4 into    7 out  
2 at    5 away    8 from  
3 through    6 over
- 3 1 should have won  
2 may have joined  
3 can't have gone  
4 must have started training  
5 can't be  
6 might have gone
- 4 1 fitness    3 creating    5 people  
2 combines    4 are designed    6 has become

**3c, d**

- 1 1 bathing    4 cleanse    7 wonderland  
2 vents    5 skin  
3 geothermal    6 steam
- 2 1 eruption    3 evidence    5 Unfortunately  
2 activity    4 warning(s)

- 3 1 dip 3 roar 5 bubbling  
2 reserve 4 steaming 6 heals

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

**5 (Suggested Answer)**

A: Are you OK, Paul? You look a bit tired.  
 B: Well ... I feel pretty awful, actually.  
 A: What's the matter?  
 B: I can't stop sneezing and I've got itchy eyes.  
 A: Oh, dear. When did it start?  
 B: At the beginning of this week.  
 A: Well, it sounds like you might have hay fever.  
 B: I think you're right.  
 A: If I were you, I would take an antihistamine.  
 Hopefully, that will make it go away.  
 B: Yes, I think I will. Thanks.  
 A: No problem. I hope you feel better soon.

**3e**

- 1 1 contagious 5 clutter 9 circulation  
2 meditation 6 sceptical 10 hormones  
3 muscles 7 roars  
4 chant 8 snigger

- 2 1 diverse 5 sneered 9 progressed  
2 laughed 6 relieve 10 steam  
3 burst 7 clapped  
4 grinned 8 refreshed

- 3 1 on 3 off 5 from  
2 around 4 at 6 out

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

**3f**

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

- 2 1 moderate 5 contributes  
2 concentrate 6 bullying  
3 pumps 7 minimises  
4 widespread 8 functions

- 3 1 up 3 on 5 of 7 on  
2 with 4 from 6 with 8 out

- 4 1 had better 4 is bound to 7 are likely to  
2 is supposed 5 Why don't  
3 are to 6 is unlikely to

- 5 1 research 5 frustration 9 therapeutic  
2 illogical 6 natural 10 exhilaration  
3 loudly 7 reliever  
4 effective 8 tension

**3g**

- 1 A 6 C 9 E 7 G 2  
B 8 D 4 F 1 H 3

**3h**

- 1 1 insomnia 4 brisk 7 evolved  
2 releases 5 ticking 8 verbal  
3 adapt 6 physical

- 2 1 meditation 4 unwind  
2 mixture 5 uncontrolled/  
3 depression uncontainable

- 3 1 dropped 3 handed 5 pointed  
2 find 4 passed

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

**3i**

- 1 1 To begin with 6 Although  
2 so as to 7 Finally  
3 Secondly 8 On the whole  
4 For this reason 9 especially  
5 Furthermore

- A Introduction D Opening/Closing Times  
B Group Activities E Conclusion  
C Food

- 2 1 E 2 B, C, D, E 3 A 4 E

3

Informal style	Formal style
... there aren't many things to do at the centre ...	The social activities offered by the centre are extremely limited.
I'm writing this report to give you my opinions on ...	The purpose of this report is to recommend ...
It's a good idea to have social events all the time ...	I would recommend holding regular functions.
... isn't open at times when teenagers are available.	It does not operate at times that are convenient for teenagers.
... is not used enough.	Is greatly underused.

- 4 A 1 Firstly 3 In order to  
2 therefore 4 it would be a good idea to
- B 1 The aim of 3 most suitable  
2 make suggestions
- C 1 All in all 3 is attractive  
2 be more popular

- 5 1 In summary  
 2 For this reason  
 3 one suggestion would be to  
 4 In spite of  
 5 I strongly suggest  
 6 In the first place  
 7 In addition  
 8 in particular  
 9 I am confident that

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

- 7 a) 1 C                  2 A                  3 B

**(Suggested Answer)**

**Activities:** Currently, there is a lack of outings and sports that appeal to children. I would strongly suggest introducing more exciting activities such as archery and go-karting.

**Publicity:** In addition, the social networking page is fairly inactive. It would be a good idea to post regular updates and distribute a monthly newsletter.

**Cost:** Moreover, the camp is expensive in comparison to other camps. I am confident that more children would sign up if we reduced the prices and offered discounted rates for group bookings.

- b) 1 To make suggestions on how to improve the youth summer camp to attract more children.  
 2 Suggestions about how to attract more children.  
 3 Formal.

**8 (Suggested Answer)**

**Introduction**

The purpose of this report is to suggest ways to attract more children to our youth summer camp.

**Activities**

To begin with, there is a lack of sports that appeal to children. I would strongly suggest introducing more exciting activities such as archery and go-karting in order to appeal to children of all ages. Furthermore, the summer camp does not organise outings. I am confident that a few trips to local places of interest would attract more children to the camp.

**Publicity**

Currently, the social networking page is fairly inactive. It would be a good idea to post regular updates and distribute a monthly newsletter so as to make more people aware of the summer camp and encourage them to attend.

**Cost**

Moreover, the camp is expensive in comparison to other camps. I am confident that more children would sign up if we reduced the prices and offered discounted rates for group bookings.

**Conclusion**

On the whole, I believe that a greater variety of activities, increased publicity and reduced cost would attract more children to our youth summer camp.

**English in Use**

- 1 1 comfortably      3 instruction      5 magnetic  
 2 relaxation      4 rejuvenation      6 various

**Speaking**

- 1 a      3 a      5 b      7 b      9 a      11 b  
 2 b      4 b      6 b      8 a      10 a      12 b

**Language & Grammar Review**

- 1 D      6 B      11 C      16 B      21 C  
 2 C      7 D      12 B      17 D      22 B  
 3 B      8 B      13 C      18 A      23 A  
 4 D      9 B      14 B      19 B      24 D  
 5 C      10 A      15 C      20 B      25 C

**Reading Task**

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

**Building Up Vocabulary**

- 1 1 practised      8 operation      15 fit  
 2 trained      9 surgery      16 disease  
 3 coached      10 pain      17 ailment  
 4 therapy      11 ache      18 illness  
 5 cure      12 sore      19 results  
 6 remedy      13 healthy      20 consequences  
 7 procedure      14 robust      21 effects

- 2 1 majority                      7 treatment  
 2 literally                      8 instinctively  
 3 unconventional              9 discomfort  
 4 similarities                  10 clinical  
 5 insertion                      11 harmful  
 6 pressure                      12 effective

**Language Knowledge – Module 3**

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

- 2 1 gaining, had  
 2 can/may, is waiting  
 3 would, worse  
 4 had been looking, over  
 5 out, have found

- 3 1 can't have gone  
 2 should not have shouted  
 3 are supposed to help  
 4 didn't need to see  
 5 may not have been  
 6 had better not take  
 7 fallen out with

- 8 are not allowed to smoke
- 9 is likely to have
- 10 focuses on building
- 11 has to be taken
- 12 must not eat

- 8 are reported to be selling out.
- 9 is thought that the mayor will attend the circus show.
- 10 is expected to make a huge profit.

- 5 Speaker A 4 Speaker C 3 Speaker E 1
- Speaker B 6 Speaker D 5

**Module 4**

**4a**

- 1 1 E 2 D 3 A 4 F 5 B 6 C
- 1 go on sleigh rides
  - 2 tasted local dishes
  - 3 carve statues of ice
  - 4 attend dance parties
  - 5 visited a hot spa
  - 6 participate in competitions
- 2 1 place 3 keep 5 bare  
2 located 4 full
- 3 1 elaborate 3 attraction 5 squirming  
2 venue 4 illuminate 6 hosts
- 4 1 is known 5 have been included  
2 was organised 6 are worn/have  
3 is celebrated to be worn  
4 have been released 7 should not be missed

**4b**

S	T	U	N	T	M	A	N	G	O	I
E	P	W	A	M	E	C	L	O	W	N
A	E	H	H	L	M	R	F	E	J	T
R	E	G	I	I	A	O	I	R	U	R
I	U	F	D	O	G	B	R	R	G	V
A	H	L	S	N	I	A	E	H	G	G
N	L	G	N	T	C	T	E	D	L	O
L	E	R	F	A	I	M	A	P	E	U
R	I	N	G	M	A	S	T	E	R	E
N	F	R	E	E	N	H	E	T	E	A
M	H	S	H	R	E	S	R	S	T	Z

- 2 1 sacrifices 5 fainthearted 9 awe  
2 intense 6 glitter 10 motto  
3 stardom 7 fixated  
4 carefree 8 willpower
- 3 1 success 3 defying 5 rush  
2 effortless 4 stunts
- 4 1 is said to be the best trapeze artist in the circus.  
2 is believed to have been cancelled by the network.  
3 is expected to arrive in town tomorrow.  
4 is considered (to be) the most dangerous.  
5 is believed to have joined the circus.  
6 is thought that he broke his leg during the performance.  
7 is known to have some of the best performances in the city.

**4c, d**

- 1 1 soar 3 attended 5 stake  
2 code 4 comprising 6 stuffed
- 2 1 marvellous 3 statement 5 Outrageous  
2 prestigious 4 coverage
- 3 1 caught 3 break 5 stir  
2 line 4 boost
- 4 1 b 2 b 3 b 4 b 5 a 6 b

**5 (Suggested Answer)**

A: So, what's the special occasion?  
B: It's my graduation party. I was hoping you could give me a hand picking out an outfit.  
A: Sure. What's the dress code?  
B: It's strictly formal. I'll need something classy.  
A: OK ... how about this dress?  
B: I love the colour – it brings out your eyes.  
A: Well, how about this one then? I love the pattern and the cut.  
B: Yes, it's absolutely lovely! I'll go and try it on. ... so what do you think?  
A: You look great! That style really suits you!  
B: Thanks. I'll get it.  
A: How about these shoes? They match the dress perfectly.  
B: Yes, good idea.

**4e**

- 1 1 shoot 4 sanitation 7 canvas  
2 compartment 5 zoom 8 optical  
3 plastered 6 caption
- 2 1 serve 4 passion 7 hearty  
2 stricken 5 captured  
3 passer-by 6 crowded
- 3 1 encouragement 4 unexpected  
2 bustling 5 creativity  
3 funding
- 4 1 up 3 across 5 onto  
2 through 4 on
- 5 1 would buy 6 had known  
2 has 7 won't be able  
3 hadn't been 8 would volunteer  
4 were 9 wouldn't have broken  
5 donate



**4f**

- 1 1 makeshift 3 stacked 5 unspoiled  
2 embraced 4 assemble 6 dismantled
- 2 1 reluctantly 3 moving 5 closing  
2 gathered 4 trace 6 way
- 3 1 up 3 in 5 off  
2 at 4 out 6 out
- 4 1 If we had bought tickets, we would be at the festival now.  
2 If she wasn't afraid of crowds, she would have gone to the festival.  
3 If I hadn't forgotten my map, I wouldn't be lost right now.  
4 If he had money, he would have bought a ticket for the festival.  
5 If she hadn't injured her leg, she would dance at the festival.  
6 If they had a car, they would have driven to the festival.  
7 If they hadn't been walking around the festival all day, they wouldn't be tired now.
- 5 1 stayed 4 had left 7 were/was  
2 bring 5 tried 8 had asked  
3 won 6 had seen 9 had known

**4g**

- 1 1 casual 3 gossip 5 pass  
2 tabloid 4 broadsheet 6 mugger
- 2 1 B 2 C 3 C 4 D 5 A

**4h**

- 1 1 paid 3 took 5 showed  
2 was called 4 put 6 dropped
- 2 1 innovative 7 social  
2 extraordinary 8 surroundings  
3 projector 9 information  
4 simply 10 digital  
5 extension 11 reality  
6 activated 12 futuristic
- 3 1 B 3 C 5 B 7 B  
2 B 4 B 6 A 8 C

**4i**

- 1 A 3 B 1 C 2
- 2 1 2/C 2 3/A 3 1/B
- 3 1 thrilling 5 broad 9 well-known  
2 newest 6 brave 10 imaginative  
3 yearly 7 energetic 11 nutritious  
4 larger 8 soothing

- 4 1 incredible 4 unexpected 7 emotional  
2 talented 5 upbeat 8 powerful  
3 modern 6 popular
- 5 A 1 successful 3 entertaining  
2 beautifully
- B 1 disappointed 3 unrealistic  
2 poor
- C 1 gifted 3 glittering  
2 glamorous
- D 1 helpful 3 delicious  
2 reasonably-priced
- 6 1 special effects 3 film  
2 plot 4 characters
- 7 1 act 4 service 7 twist  
2 lyrics 5 stage 8 dull  
3 dish 6 played
- 8 a) 1 I've ever seen 5 definitely watch  
2 biggest hits 6 won't regret it  
3 is definitely for you 7 miss it  
4 put it down

b) I guarantee you won't regret it.

9 a)

<b>Background</b>	The food festival has been running for 18 years. It takes place in September every year. It has been growing from year to year.
<b>Special features</b>	Famous chefs hold cooking demonstrations. There are over 160 stalls selling a variety of local produce. Members of the public can participate in food competition.

- b) 1 formal  
2 present tenses  
3 background information, special features, general comments and recommendation

**10 (Suggested Answer)**

Food fans across the country can look forward to going to the Big Eat Festival in London this weekend. This annual event takes place in September every year. It has been running for 18 years and it has been growing in popularity from year to year. The Big Eat Festival offers many different activities for people of all ages. There are over 160 stalls selling a variety of local produce from farms and companies

in and around the London area. Famous chefs hold cooking demonstrations on stages throughout the venue and members of the public, both children and adults, can even participate in food competitions, judged by a panel of celebrity chefs.

If you like good food, then the Big Eat Festival is definitely for you. Buy your tickets online now – you won't regret it!

**English in Use**

- |               |               |
|---------------|---------------|
| 1 1 objective | 7 prestigious |
| 2 originally  | 8 glamorous   |
| 3 elegance    | 9 luxurious   |
| 4 demanding   | 10 freely     |
| 5 excitement  | 11 biggest    |
| 6 competitive |               |
- 
- |                       |                         |
|-----------------------|-------------------------|
| 2 1 is believed to be | 4 will be created by    |
| 2 she had gone        | 5 would have taken some |
| 3 I were you, I would |                         |

**Speaking**

- |     |     |     |     |      |      |
|-----|-----|-----|-----|------|------|
| 1 a | 3 b | 5 b | 7 a | 9 a  | 11 a |
| 2 b | 4 a | 6 a | 8 b | 10 b | 12 a |

**Language & Grammar Review**

- |     |      |      |      |      |
|-----|------|------|------|------|
| 1 B | 6 C  | 11 A | 16 B | 21 B |
| 2 D | 7 B  | 12 C | 17 B | 22 B |
| 3 B | 8 C  | 13 A | 18 B | 23 A |
| 4 A | 9 B  | 14 B | 19 B | 24 A |
| 5 B | 10 C | 15 C | 20 C | 25 A |

**Reading Task**

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

**Building Up Vocabulary**

- |                   |               |              |
|-------------------|---------------|--------------|
| 1 1 distinguished | 8 discreet    | 15 audition  |
| 2 renowned        | 9 sensible    | 16 rehearsal |
| 3 outspoken       | 10 logical    | 17 practice  |
| 4 notorious       | 11 criticism  | 18 feature   |
| 5 famous          | 12 obituary   | 19 article   |
| 6 dishonourable   | 13 commentary | 20 column    |
| 7 prudent         | 14 review     |              |
- 
- |                   |                 |               |
|-------------------|-----------------|---------------|
| 2 1 concentration | 5 entertainment | 9 legendary   |
| 2 bravery         | 6 acrobatic     | 10 risky      |
| 3 performer       | 7 raging        | 11 fulfilment |
| 4 professional    | 8 unusual       | 12 dangerous  |

**Language Knowledge – Module 4**

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

- |                   |                         |
|-------------------|-------------------------|
| 2 1 as, were/was  | 4 will be broadcast, on |
| 2 would join, in  | 5 didn't play, so       |
| 3 is expected, of |                         |
- 
- |   |
|---|
| 3 1 wishes he had gone                                      |
| 2 is expected to come                                       |
| 3 is said that  |
| 4 were given free tickets by                                |
| 5 is time (that) they renovated/is high time they renovated |
| 6 wasn't taken by   |
| 7 was called off  |
| 8 as if/though she was/were                                 |
| 9 would have been better                                    |
| 10 were allowed to go                                       |
| 11 would rather stay home                                   |
| 12 are being organised by                                   |

**Module 5**

**5a**

- |                    |                |
|--------------------|----------------|
| 1 1 groundbreaking | 5 steady       |
| 2 chips            | 6 applications |
| 3 invasive         | 7 commands     |
| 4 microscopic      |                |
- 
- |          |       |      |
|----------|-------|------|
| 2 1 up   | 4 out | 7 to |
| 2 across | 5 on  |      |
| 3 out    | 6 of  |      |
- 
- |               |              |          |
|---------------|--------------|----------|
| 3 1 treatment | 3 unreadable | 5 safety |
| 2 operation   | 4 precision  |          |
- 
- |                  |                |
|------------------|----------------|
| 4 1 detect       | 4 administered |
| 2 revolutionised | 5 developed    |
| 3 launch         | 6 patrol       |

- 5 1 She told me (that) she saw/had seen a documentary about space travel the day before/the previous day.
- 2 Professor Jones said (that) they/we would conduct the experiment the following day/the next day.
- 3 He said (that) he was going to a medical conference that afternoon.
- 4 Henry told me (that) he had just finished his science project.
- 5 She said (that) Robert is a laboratory technician.
- 6 Helen said (that) she was reading an article about nanotechnology.
- 7 He said (that) he was/had been studying for his science test all day.

**5b**

- |             |              |              |
|-------------|--------------|--------------|
| 1 1 stuffed | 5 cure       | 9 auction    |
| 2 tumor     | 6 hygiene    | 10 rejection |
| 3 wholesale | 7 evaporates |              |
| 4 crossed   | 8 tissue     |              |

- 2 1 apologised for misbehaving.  
 2 ordered us to stop talking.  
 3 asked her what time her lesson started.  
 4 reminded them (that) their assignment was due the next/following day.  
 5 refused to call her.  
 6 admitted having read/reading my diary.  
 7 suggested going to the science fair.  
 8 urged Joe to be on time.

3 A 1 B 6 C 4 D 5 E 2

**5c, d**

- 1 1 hemisphere 3 accurate 5 complex  
 2 brilliant 4 telescope 6 calculate

- 2 1 pinpoint 4 measure 7 boasts  
 2 navigate 5 divides  
 3 precisely 6 zone

- 3 1 attraction 3 observatory 5 imaginary  
 2 tricky 4 planetarium 6 physically

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

**5 (Suggested Answer)**

A: Hi, Sam; check out this advert for the new Thinktank science museum. It sounds amazing! Why don't we go next weekend?

B: A science museum? What's so great about it?

A: Well, you can learn about astronomy, medicine and science in a digital dome and theatre, and they also have interactive exhibits.

B: Hmm ... I'll have to think about it, Tom. I'm not that interested in astronomy and science.

A: Really? I think it's fascinating. It says here that you can even meet a life-sized automated robot!

B: Really? Actually, I do like the sound of that.

A: Me too. Oh, go on. I bet you'll have a great time there.

B: Well, I suppose it might be fun. How much are the tickets?

A: They're only £7.

B: That's not too bad. OK then. Let's go on the website and book our tickets.

**5e**

- 1 1 leap 5 embrace 9 breaker  
 2 depths 6 experimenting 10 currents  
 3 collapse 7 threat 11 wetsuit  
 4 shattered 8 presentations

- 2 1 into 3 to 5 in 7 up  
 2 over 4 into 6 away 8 off

- 3 1 are having their boat repaired at the moment.  
 2 have had a special wetsuit designed.

- 3 will have their diving trip arranged by a tour guide.  
 4 had her new equipment ordered yesterday.  
 5 will have her underwater camera repaired tomorrow.  
 6 was having her injured knee examined by the doctor.  
 7 had had their equipment checked by the instructor.  
 8 has her boat cleaned (by a cleaner) after each dive.

- 4 1 did 4 through 7 result 10 far  
 2 them 5 ago 8 to 11 so  
 3 were 6 of 9 who 12 for

**5f**

- 1 1 focused 4 creative 7 risk-taker  
 2 confident 5 ambitious 8 courageous  
 3 optimistic 6 organised

- 2 1 practical 3 reaching 5 fell, deep  
 2 long-lasting 4 contributed 6 on

- 3 1 off 3 into 5 of  
 2 up 4 in 6 down

- 4 1 pressure 3 inner 5 concentration  
 2 patent 4 stepping 6 target

- 5 1 plenty of 4 a little 7 some  
 2 a lot of 5 several 8 much  
 3 large 6 any 9 a great deal

**5g**

- 1 1 F 3 DS 5 T 7 T  
 2 T 4 F 6 F 8 T

- 2 1 supportive 3 delegate 5 influential  
 2 relevant 4 sensitivity

**5h**

- 1 1 dominant 4 handle 7 tendency  
 2 complex 5 regulate 8 determine  
 3 identity 6 logic

- 2 1 instructions 3 Scientists 5 preference  
 2 pleasurable 4 dependable 6 imaginative

- 3 1 back 3 cut 5 break  
 2 turn 4 live 6 close

- 4 1 B 3 A 5 C 7 A  
 2 C 4 B 6 B

**5i**

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

2 1 C      2 A      3 D      4 B      5 D

3 1 enthusiastic    4 tiny            7 familiar  
 2 unspoiled      5 strong        8 huge  
 3 slippery        6 jagged        9 sandy

4 A 1 deafening            3 dazzling  
 2 vast                    4 icy  
 B 1 ancient                3 young  
 2 heavy                   4 watery  
 C 1 narrow                3 friendly  
 2 boiling                4 delicious

5 a) 1 slowly              3 awkwardly    5 gently  
 2 suspiciously    4 desperately   6 warmly

b) 1 To my frustration, I had **completely** forgotten where I was supposed to meet my friend!  
 2 **Unfortunately**, it rained **heavily** throughout our entire holiday.  
 3 He **carefully** drove through the snow and returned home **safely**.  
 4 She screamed **loudly** as she fell; I hoped that she would not be **badly** injured.

6 a) 1 descend, dart, pass, push  
 2 exclaim, reply  
 3 peer, glance  
 4 spot

b) 1 gazing                3 notice            5 cried  
 2 approached        4 crept

7 1 E                      2 B                      3 B

8 **Key words:** school magazine, short story competition, students, write a story, begins, "It seemed like a good idea at the time."

- 1 Last summer, my friend and I went hiking.
- 2 We spotted a cave on the other side of a river.
- 3 The water was shallow, so we decided to cross.
- 4 I slipped on a rock and twisted my ankle.
- 5 I was unable to stand and my friend rushed over.
- 6 My friend helped me back to the shore.
- 7 I felt relieved that we had managed to return safely.

9 <b>Where</b>	In the mountains
<b>When</b>	Last summer
<b>Who</b>	My friend and I
<b>Weather</b>	Warm and sunny
<b>How felt</b>	Happy and excited

It seemed like a good idea at the time. As an enthusiastic hiker, I'm always looking for new places to explore. So, last summer, when my friend Eric suggested going hiking in the mountains, I jumped at the chance. It was a warm and sunny morning when we set off and we felt happy and excited. Little did we know that our trip would end in disaster!

**10 (Suggested Answer)**

It seemed like a good idea at the time. As an enthusiastic hiker, I'm always looking for new places to explore. So, last summer, when my friend Eric suggested going hiking in the mountains, I jumped at the chance. It was a warm and sunny morning when we set off and we felt happy and excited. Little did we know that our trip would end in disaster!

Later that day, we spotted a cave on the other side of a river. We thought it would be fun to look inside and, as the water was shallow, we decided to cross the river. I was half way across when all of a sudden I slipped on a rock and twisted my ankle.

I was unable to stand. Eric rushed over and helped me back to the shore, but I couldn't walk a single step by myself. Luckily, Eric had remembered to bring his mobile phone and he called for help.

Back at home, I reflected on the day's events. Even though my ankle still hurt, I felt relieved that we had managed to return safely. "Thanks, Eric," I told my friend. "I couldn't have got back without your help." Eric smiled. "I'm just glad you're OK," he said.

**English in Use**

- |                      |                 |
|----------------------|-----------------|
| 1 researchers        | 6 surroundings  |
| 2 inspiration        | 7 its           |
| 3 composed           | 8 is/was funded |
| 4 flexibility        | 9 first         |
| 5 coloured/colourful |                 |

**Speaking**

- |     |     |     |     |      |      |
|-----|-----|-----|-----|------|------|
| 1 b | 3 b | 5 a | 7 a | 9 a  | 11 b |
| 2 a | 4 b | 6 b | 8 b | 10 a | 12 a |

**Language & Grammar Review**

- |     |      |      |      |      |
|-----|------|------|------|------|
| 1 B | 6 C  | 11 B | 16 A | 21 B |
| 2 D | 7 C  | 12 A | 17 C | 22 B |
| 3 D | 8 B  | 13 C | 18 A | 23 A |
| 4 C | 9 B  | 14 D | 19 D | 24 D |
| 5 A | 10 C | 15 B | 20 C | 25 A |

**Reading Task**

- |       |     |     |        |      |
|-------|-----|-----|--------|------|
| 1 C/D | 4 B | 7 C | 10 A/C | 13 B |
| 2 D/C | 5 D | 8 A | 11 C/A | 14 D |
| 3 A   | 6 B | 9 D | 12 A   | 15 C |

**Building Up Vocabulary**

- |   |                 |                |
|---|-----------------|----------------|
| 1 | 1 developed     | 12 profession  |
|   | 2 invented      | 13 gain        |
|   | 3 discovered    | 14 benefit     |
|   | 4 motive        | 15 win         |
|   | 5 aim           | 16 resign      |
|   | 6 cause         | 17 quit        |
|   | 7 exploration   | 18 fire        |
|   | 8 expedition    | 19 counterfeit |
|   | 9 investigation | 20 artificial  |
|   | 10 employment   | 21 false       |
|   | 11 career       |                |
- 
- |   |             |                |               |
|---|-------------|----------------|---------------|
| 2 | 1 historic  | 5 robotic      | 9 Scientists  |
|   | 2 depths    | 6 safety       | 10 navigation |
|   | 3 beginning | 7 dangerous    | 11 uncharted  |
|   | 4 equipment | 8 successfully | 12 physically |

**Language Knowledge – Module 5**

- |   |     |     |     |     |
|---|-----|-----|-----|-----|
| 1 | 1 B | 3 C | 5 A | 7 B |
|   | 2 D | 4 B | 6 C |     |
- 
- |   |                      |                |
|---|----------------------|----------------|
| 2 | 1 few, sit           | 4 down, taking |
|   | 2 was getting, from  | 5 out, sold    |
|   | 3 asked, didn't know |                |
- 
- |   |                               |
|---|-------------------------------|
| 3 | 1 agreed that it was          |
|   | 2 did not forget anything     |
|   | 3 has her office cleaned      |
|   | 4 a great deal of             |
|   | 5 apologised for breaking my  |
|   | 6 had his car stolen          |
|   | 7 instructed us not to talk   |
|   | 8 are hardly any              |
|   | 9 promised (me) that he would |
|   | 10 to cut down                |
|   | 11 asked if/whether he could  |
|   | 12 accused Tim of ruining his |

**Module 6**

**6a**

- |   |                  |           |           |
|---|------------------|-----------|-----------|
| 1 | 1 darted         | 4 plunged | 7 dragged |
|   | 2 were scattered | 5 sank    |           |
|   | 3 drifted        | 6 glided  |           |
- 
- |   |  |
|---|--|
| 2 | 1 Mr Jones, whose son went on the trip to the <i>Titanic</i> , is coming to dinner.                    |
|   | 2 The shipwreck, which is off the coast of Spain, is over 200 years old.                               |
|   | 3 There was a loud noise when the ship hit a rock.   |
|   | 4 I met a girl last night who survived a shipwreck.  |
|   | 5 The divers that found the shipwreck will be interviewed tomorrow.                                    |
|   | 6 There is the museum where they have an exhibition about the <i>Titanic</i> .                         |
|   | 7 The reason why not many people survived the ship's sinking was that there were not enough lifeboats. |

- |   |     |     |     |     |      |      |
|---|-----|-----|-----|-----|------|------|
| 3 | 1 A | 3 D | 5 A | 7 D | 9 B  | 11 C |
|   | 2 A | 4 B | 6 C | 8 B | 10 D | 12 C |

**6b**

- |   |             |              |                  |
|---|-------------|--------------|------------------|
| 1 | 1 filthy    | 4 corset     | 7 smooth-running |
|   | 2 overjoyed | 5 strict     | 8 cracked        |
|   | 3 enforce   | 6 engrossing | 9 charge         |
- 
- |   |               |            |          |
|---|---------------|------------|----------|
| 2 | 1 taste       | 5 comforts | 9 polish |
|   | 2 hit         | 6 sight    | 10 carry |
|   | 3 charge      | 7 lay      |          |
|   | 4 intensified | 8 scrub    |          |
- 
- |   |  |
|---|--|
| 3 | 1 The maid cleaned the glass carefully so as not to break it.  |
|   | 2 Even though she was cleaning all day, the house still looked dirty.  |
|   | 3 Despite being exhausted from work, Tom made dinner.  |
|   | 4 Karen cooked a fancy dinner in order to impress her guests.  |
|   | 5 The butler broke an expensive vase and as a result he had to pay for it.   |
|   | 6 Mary started cleaning as soon as she arrived at the house./As soon as she arrived at the house, Mary started cleaning. |
- 
- |   |                 |               |                  |
|---|-----------------|---------------|------------------|
| 4 | 1 historical    | 5 reality     | 9 original       |
|   | 2 attractions   | 6 fascinating | 10 tourist       |
|   | 3 impressive    | 7 initially   | 11 visitors      |
|   | 4 traditionally | 8 development | 12 unforgettable |

**6c, d**

- |   |        |     |     |     |
|---|--------|-----|-----|-----|
| 1 | a) 1 C | 3 A | 5 G | 7 F |
|   | 2 D    | 4 E | 6 B |     |
- 
- |    |                     |                   |
|----|---------------------|-------------------|
| b) | 1 vivid description | 4 child labour    |
|    | 2 cruel conditions  | 5 aspects of life |
|    | 3 social reform     |                   |

- |   |             |                |             |
|---|-------------|----------------|-------------|
| 2 | 1 awareness | 4 growth       | 7 injustice |
|   | 2 genius    | 5 passionately | 8 filth     |
|   | 3 wander    | 6 expose       |             |

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

**4 (Suggested Answer)**

- A: That was a great tour of the museum, wasn't it?  
 B: Yes, it was well worth it. I really liked the way they told us personal stories about important historical events.  
 A: So did I. The tour guide was really knowledgeable.  
 B: Yes, he was funny too. Shall we take a look at the exhibits?  
 A: I'd love to. Look at this display. It shows national treasures from different US presidents.

B: Wow, it's really interesting. Hey, I just had a great idea.  
 A: What's that?  
 B: How about we get some tickets to see the film in the museum's theatre later?  
 A: That sounds good. I heard admission is free.  
 B: Right. Let's finish looking around here. I want to go to the gift shop to buy a souvenir.  
 A: OK.

**6e**

- 1 1 crack            3 collapsed        5 conquered  
 2 shielded        4 abandoned       6 tempted
- 2 1 out            3 down    5 into            7 up  
 2 up            4 across   6 away
- 3 1 visibility        3 unforgettable   5 humidity  
 2 mysteriously   4 preservation   6 cultural
- 4 A 3            B 4            C 5            D 2

**6f**

- 1 a) 1 human        3 manhole        5 winding  
 2 hidden        4 pavement       6 limestone
- b) 1 pavement café        3 winding staircase  
 2 hidden entrances    4 Manhole covers
- 2 1 bustling        3 dungeons        5 decomposing  
 2 sinister        4 inscriptions    6 transformed
- 3 1 infested        4 creeping        7 strolling  
 2 conjured       5 carved           8 caved  
 3 emerged        6 stacked
- 4 1 do Parisians go into the catacombs.  
 2 did Maria know that she would spend her first day in Paris visiting the city's underground tunnels.  
 3 did she tour the catacombs but she also saw a film in a cinema there.  
 4 had we seen such a scary place.  
 5 I known about the catacombs, I would have gone.  
 6 will she ever visit the catacombs due to her claustrophobia.  
 7 had they entered the dark cave than their torch burnt out.  
 8 she was a young girl has she visited Paris.

**6g**

- 1 1 A            2 C            3 B            4 C            5 A
- 2 1 protested        3 attacked        5 invaded  
 2 defeated        4 defended

**6h**

- 1 1 isolated        3 ammunition     5 triumphed  
 2 plough           4 promote        6 pride
- 2 1 voluntary                    3 physically  
 2 capabilities                   4 glamorous
- 3 1 fit                3 handed            5 fill  
 2 gave              4 broke              6 push
- 4 1 1                3 2                5 1  
 2 2                4 3                6 3

**6i**

- 1 1 picturesque    4 iconic            7 delicious  
 2 local            5 priceless        8 perfect  
 3 Scottish        6 marble
- 2 1 D            2 A            3 B            4 C
- 3 1 sight        3 smell        5 sight        7 taste  
 2 hearing    4 smell        6 touch
- 4 1 ancient        4 fascinating    7 ideal  
 2 beautiful    5 wonderful     8 peaceful  
 3 huge           6 natural
- 5 A 1 tree-lined            3 traditional  
 2 popular                4 lively
- B 1 leisurely                3 trendy  
 2 narrow                    4 spectacular
- C 1 well-preserved        3 slowly  
 2 ruined                    4 stone
- 6 a) ornate Spanish describes the style  
 white marble describes the sculptures  
 delicious hot describes the meal  
 lush leafy describes the gardens  
 beautiful scenic describes Scotland
- b) 1 famous tall modern  
 2 cosy small Japanese  
 3 long curved steel  
 4 ancient Greek clay  
 5 spacious round Roman  
 6 impressive heavy bronze

**7 (Suggested Answer)**

**Reason for choosing/location:**

It is on the waterfront, overlooking the Sydney Harbour Bridge.  
 It is the most popular tourist attraction in Australia.

**Historical/Architectural importance:**

It has been designed in a modern style.  
 It was built from concrete.  
 It is a famous landmark, protected and preserved as a UNESCO World Heritage Site.

**Description of facilities:**

There is a restaurant which serves tasty food.  
It contains two performance halls and five cinemas.

**8 (Suggested Answer)**

Sydney Opera House is the most popular tourist attraction in Australia. It is situated on the waterfront, overlooking Sydney Harbour Bridge, and is a fantastic place to visit.

What the Opera House is most famous for is its architecture. It has been designed in a modern style and is built from concrete. Due to its historical and architectural significance it is protected and preserved as a UNESCO World Heritage Site and it has become a famous landmark of the city.

There are a number of reasons why tourists should visit the Sydney Opera House. It contains two performance halls and five cinemas and regularly hosts art exhibitions, theatrical plays, comedy shows and more. In addition to this, visitors can also enjoy a tasty meal at the Opera House's restaurant.

Without a doubt, the Sydney Opera House is well worth a visit. If you're at all interested in art and culture, I would highly recommend it.

**English in Use**

- 1 1 most 2 allied 3 taken 4 earlier 5 led 6 outnumbered 7 Terrible 8 crossing 9 memorialise/commemorate
- 2 1 why she is interested 2 due to the fact that 3 to avoid being 4 no matter how hard they 5 no circumstances are you allowed

**Speaking**

- 3 1 b 2 a 3 b 4 a 5 b 6 b 7 a 8 a 9 b 10 a 11 a 12 b

**Language & Grammar Review**

- 1 B 2 B 3 D 4 A 5 D 6 B 7 C 8 D 9 D 10 B 11 A 12 C 13 B 14 B 15 D 16 D 17 A 18 C 19 D 20 B 21 C 22 C 23 A 24 C 25 C

**Reading Task**

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

**Building Up Vocabulary**

- 1 1 carved 2 engraved 3 moulded 4 seized 5 possessed 6 occupied 7 infested 8 attacked 9 invaded 10 protest 11 contest 12 battle 13 testimony 14 evidence 15 proof 16 advanced 17 proceeded 18 progressed 19 apply 20 execute 21 impose
- 2 1 luxurious 2 scheduled 3 wreckage 4 loss 5 unlike 6 explosion 7 majority 8 freezing 9 divers 10 icy 11 tragedy

**Language Knowledge - Module 6**

- 1 1 D 2 B 3 A 4 D 5 A 6 B 7 D
- 2 1 why, have been protesting 2 such, going 3 did, to visit 4 looks, into 5 worked, for
- 3 1 it was raining 2 as though she was/were 3 no account are pictures 4 so as not to get 5 sooner had they arrived than 6 was Tim who spotted 7 finally gave into 8 before had he seen such 9 spite of searching all day 10 on account of 11 and as a result

**Grammar Bank 1**

- 1 2 are you taking 3 leaves 4 is showing 5 is growing 6 shoots, scores 7 is giving 8 books, travels
- 2 2 Well, my friends and I sometimes organise a 'clothes swapping party.' 3 No, he doesn't usually go out on weekdays. 4 I know. Celebrities often attend charity events like that. 5 Not again! This airline is always losing our luggage! 6 Yes. He is never up at this hour.
- 3 2 Are you checking in 3 is spending 4 is constantly taking 5 donates 6 rummage 7 leaves 8 Does Adam ride
- 4 2 does 3 does Jill do 4 doesn't just take 5 travels 6 meets 7 is making 8 am trying 9 am doing 10 sounds

- 5** 2 don't think  
3 smells  
4 are seeing  
5 is appearing
- 6** 2 is dying out  
3 are carrying  
4 treat  
5 are doing
- 7** 1 Do you think, hate  
2 are you tasting, know, doesn't taste  
3 is appearing, appears  
4 don't understand, is being, is usually  
5 has, belongs, am having  
6 is struggling, loves, is getting, see, am seeing  
7 are fitting, doesn't fit  
8 are doing, are starting, needs
- 8** 2 admit  
3 am getting  
4 is changing  
5 spend  
6 go about  
7 am working  
8 are fixing
- 9** 2 is doing his homework at  
3 does that villa belong to  
4 do not intend to sell  
5 never arrives on
- 10** 2 has been travelling  
3 came, fixed  
4 have left
- 11** 1 has claimed  
2 caught  
3 boarded, took
- 12** 2 cleaned up  
3 collected  
4 has been trying  
5 have not been  
6 has made  
7 has helped
- 13** 2 has gone to  
3 has been hiking for  
4 not been to Rome since
- 14** 2 didn't hear, was doing  
3 was trying, pulled  
4 checked, went
- 15** 1 had left  
2 had been lying  
3 had finished
- 6 Do you want  
7 is Jane being  
8 is fitting
- 6 rear  
7 are waiting  
8 is growing
- 9 lives  
10 doesn't always accept  
11 says  
12 don't like  
13 are constantly misjudging
- 4 have been having  
5 has just landed  
6 spent
- 8 have been neglecting  
9 haven't done  
10 has been suffering
- 5 spoke to each other was  
6 did you last invite
- 5 settled  
6 had been having
- 4 had been looking  
5 had never heard  
6 had been living
- 16** 2 grew up  
3 got used to  
4 used to be
- 17** 1 had already checked in, got  
2 returned, had been holding, released  
3 Did you do, watched, had rented, went  
4 found, didn't know, had reported  
5 Did Helen help, was cleaning, was vacuuming
- 18** 2 A 3 D 4 C 5 A
- 19** 2 have been living  
3 lead  
4 depends  
5 are now facing  
6 is becoming
- 7 are losing  
8 is falling  
9 affect  
10 has resulted
- 20** 1 b 2 a 3 b 4 b 5 a
- 21** 2 had been looking  
3 Have you checked in  
4 had never heard  
5 was watching, went out
- 6 Are you using  
7 has been working  
8 broke into
- 22** 1 had left  
2 has been acting, has been, divorced  
3 am reading, never sleep, don't believe  
4 does your flight leave, want  
5 rushed, happened, was trying, fell off, broke
- 23** 2 C 4 A 6 D 8 A 10 B  
3 B 5 B 7 C 9 A
- 24** 2 have not travelled abroad since  
3 has been living here for  
4 constantly criticising the  
5 had never been  
6 don't have time  
7 used to play football  
8 I was arguing  
9 long ago did he lose  
10 got used to  
11 last time Nathalie called  
12 has not done
- 25** 2 the saddest  
3 heavier than  
4 worse than
- 5 the most neglected  
6 the strangest  
7 better than
- 26** 2 C 3 C 4 A 5 A 6 D 7 C
- 27** 2 the worst of  
3 more quickly than
- 4 more reliable  
5 better





- 6 You could have informed me that yoga class was cancelled for today.  
 7 You needn't have gone to all that trouble, but thanks, anyway.  
 8 Shall we try aerial yoga together?

- 4 2 Can/Could/Will                      6 must  
 3 could/should/ought to            7 can't/isn't able to  
 4 will/should/ought to               8 can/may/are  
 5 was able to                            allowed to

- 5 2 must                                    7 could  
 3 couldn't                                8 needn't  
 4 shouldn't                               9 will  
 5 had better                             10 must  
 6 Why don't

- 6 2 not have given                      5 can't have lied  
 3 is bound to make                      6 were supposed  
 4 wasn't able to keep                   to book

**Grammar Bank 4**

- 1 2 will have been organised    6 have been given  
 3 are being taken                      7 was established  
 4 will be cancelled                    8 to be held  
 5 have not been decided
- 2 2 is always held                      5 will be displayed  
 3 be booked                              6 is being served  
 4 has been announced
- 3 2 is being performed                6 had been sold  
 3 to be restored                        7 is regarded  
 4 was still being repaired            8 were published  
 5 has been held
- 4 2 Last night's U2 concert was attended by royalty.  
 3 The starting date of the music fest has been postponed twice so far.  
 4 The number of the city's homeless is estimated at 20,000.  
 5 The city's historic art gallery was pulled down yesterday.
- 5 2 The horse race was watched by thousands of people.  
 3 Who was that strange sculpture created by?  
 4 Your camera can't have been stolen by him.  
 5 A difficult stunt will be performed by the acrobats.  
 6 A documentary about strange festivals is being shown at the moment.  
 7 The statues are made by ice.  
 8 Her back was hurt during training.
- 6 2 a We will be shown a new painting technique by the teacher.  
 b A new painting technique will be shown to us by the teacher.

- 3 a I have been offered tickets to the festival by Anna.  
 b Tickets to the festival have been offered to me by Anna.

- 4 a He wasn't told the truth.  
 b The truth wasn't told to him.

- 5 a I was promised an autographed copy of his book.  
 b An autographed copy of his book was promised to me.

- 6 a The children are read bedtime stories by the nanny.  
 b Bedtime stories are read to the children by the nanny.

- 7 2 is held                                    7 was stolen  
 3 be missed                                8 has/had been  
 4 had been prepared                    organised  
 5 was laid out                             9 will be held  
 6 was given                                10 are considered

- 8 2 a is believed to have been very successful.  
 b is believed that last year's Winter Carnival was very successful.  
 3 a is said to be preparing his latest art show these days.  
 b is said that he is preparing his latest art show these days.  
 4 a is expected to be higher.  
 b is expected that attendance at this year's Ice Festival will be higher.  
 5 a are reported to have been making a lot of noise last night.  
 b is (being) reported that the neighbours were making a lot of noise last night.

- 9 2 ourselves                              4 -                                    6 -  
 3 himself                                  5 himself

- 10 2 will cut yourself                      5 introduced herself  
 3 composed it myself                   6 made them himself  
 4 behaved themselves                   7 wash themselves

- 11 2 were not allowed to take  
 3 is believed to have lost  
 4 was sent to Ruth  
 5 on his own  
 6 needs to be repaired

- 12 2 would give (Type 2)  
 3 run into (Type 1)  
 4 hadn't seen (Type 3)  
 5 Will you pick up (Type 1)  
 6 were (Type 2)

- 13 2 didn't have, would come    5 was/were, would  
 3 leave, will have                      feel  
 4 would have loved,                    6 get, mix  
 had been



- 4 The museum guide asked us not to touch the exhibits.  
 5 The teacher ordered the unruly student to leave the room immediately.  
 6 Mia begged her mum to let her stay up late to watch the film.
- 8 2 The teacher told her students (that) they must/had to hand in their science projects by Friday.  
 3 Alex offered to tape the show for Lisa so that she could watch it later.  
 4 Jenny said (that) we wouldn't have to take our school bags on the trip the next/following day.  
 5 Vicky asked where we should sit.  
 6 Ryan said (that) he would be able to take some days off work the following month.
- 9 2 her brother not to touch the hot surface.  
 3 to Stella about her never showing any interest in his ideas./that Stella never showed any interest in his ideas.  
 4 that she was/about being the most inventive person in her family.  
 5 to take the children to the Royal Observatory the next/following weekend.  
 6 spreading the rumours/that she had spread about Sophie.
- 10 2 Chloe suggested going diving during our holidays.  
 3 Jessica exclaimed that it was a brilliant invention.  
 4 My brother offered to help me with my project.  
 5 Paul wondered what the Millers' address was.  
 6 Angela encouraged David to send his CV to the company.
- 11 2 invited us to go  
 3 explained to us the  
 4 accused Monica of losing her  
 5 claimed to have invented  
 6 wondered whether to accept  
 7 suggested taking her car  
 8 insisted that Lilly agree/on Lilly's agreeing  
 9 apologised to Meredith for missing  
 10 instructed him to do
- 12 2 am having it tested  
 3 had his findings published  
 4 have them done  
 5 was having his hair cut  
 6 have had new ones planted
- 13 2 Alice is having her building plan checked by the project manager.  
 3 Our cat likes having his fur stroked.  
 4 Robert was still having his car repaired by the technicians last week.  
 5 Have you had your arm x-rayed yet?  
 6 You have to have your eyes tested by an optician.
- 14 2 She is having her gown designed by a famous fashion house.  
 3 He will have his application looked at by the Human Resources department.  
 4 He was having his dog walked by Kate.  
 5 He had his arm broken during a rugby match.  
 6 He had had his room tidied by his mum before he got home.
- 15 2 Tina got Jonathan to buy a new suit for his job interview.  
 3 I had my brother set up my Internet connection.  
 4 Were you able to get your friends to come to the planetarium with you?  
 5 I made Celia replace my broken MP3 player.
- 16 2 made me help  
 3 had his invention stolen  
 4 will have Edward give  
 5 had her essay typed  
 6 has been given to  
 7 get her wedding dress made  
 8 are created using  
 9 will make us stay  
 10 had had the house renovated
- 17 2 couple                      4 Very few                      6 little, much  
 3 Hardly any                      5 deal
- 18 2 it is    7 are  
 3 has been, has gone                      8 are  
 4 is going    9 It has helped  
 5 is    10 is  
 6 It's
- 19 2 geese                      5 rooms                      8 lice  
 3 glasses                      6 hairs                      9 work  
 4 woods                      7 teeth                      10 experiences

**Grammar Bank 6**

- 1 2 who/that (D – cannot be omitted)  
 3 when (D – can be omitted)  
 4 whose (D – cannot be omitted)  
 5 why (D – can be omitted)  
 6 which (ND – cannot be omitted)  
 7 who (ND – cannot be omitted) + commas  
 8 which (ND – cannot be omitted) + commas
- 2 2 Life in Edwardian England may appear romantic, yet it was quite harsh.  
 3 I'd love to go to Dickens World theme park, even though I haven't read anything by Charles Dickens./ Even though I haven't read anything by Charles Dickens, I'd love to go to Dickens World theme park.  
 4 No matter how nice Frank is, Mary doesn't seem to get on with him.

- 5 Despite not feeling well, Betty doesn't want to miss the guided tour./Betty doesn't want to miss the guided tour, despite not feeling well.
- 6 The site dates back hundreds of years; however, it is well-preserved.
- 3 2 such                    5 such a                    8 What  
3 What an                6 such an  
4 so                        7 What a
- 4 2 the moment, heard                6 as long as, lasts  
3 (had) read, before                7 by the time, got  
4 Once, has booked                8 before, closes  
5 While, make/are making
- 5 2 to write                4 so as                    6 in case  
3 with a view            5 prevent
- 6 2 He took such great photos of the Anasazi cave dwellings that a magazine wanted to publish them.  
3 Mary was so impressed with the Charles Dickens Museum that she told all her friends about it.  
4 The archaeologist fell ill and as a result the excavation was cancelled.  
5 We had so little time to get to the airport that we nearly missed our flight.
- 7 2 The reason for her wanting to travel to Colorado is to visit the Mesa Verde National Park.  
3 The 1940 and 1944 summer Olympics were cancelled due to World War II.  
4 They stopped speaking to each other because of an argument.  
5 Emily Cummings became famous on account of the fact that she invented a portable eco-friendly fridge.  
6 We couldn't go to the festival since the weather was poor./Since the weather was poor, we couldn't go to the festival.  
7 The plane was prevented from taking off because of engine trouble./Because of engine trouble, the plane was prevented from taking off.  
8 Can you tell me the reason why you changed your travel plans?
- 8 2 is running                5 is screaming  
3 shows                    6 has been crying/is crying  
4 revolved/revolves    7 (had) instructed
- 9 2 though                4 such                    6 why  
3 like                      5 so that
- 10 2 Nikki's employer reprimanded her because of her rudeness towards her colleagues./Because of her rudeness towards her colleagues, Nikki's boss reprimanded her. (*clause of reason*)  
3 Chris bought a digital camera in order that he could see the photos he took instantly. (*clause of purpose*)
- 4 She used to be a famous writer before she retired. (*clause of time*)  
5 Lisa's been having singing lessons and as a result she got a part in the school play. (*clause of result*)  
6 Burn the DVD yourself in the same way that Mike showed you. (*clause of manner*)
- 11 2 even though/in spite of the fact that/despite the fact that/although  
3 who/that  
4 as if/as though/like  
5 as soon as, the moment (that)/when/once  
6 in order that/so that  
7 consequently/as a result/therefore/as a consequence  
8 so that/in order that
- 12 2 whose                    5 After                    8 despite  
3 as though                6 in order to  
4 as                        7 so as not to
- 13 2 C            4 B            6 C            8 C            10 A            12 D  
3 D            5 D            7 C            9 D            11 B
- 14 2 on account of hitting                7 such a lot of  
3 no matter how well                8 the same way as  
4 with a view to putting                9 even though it is  
5 in spite of not feeling                10 in order to  
6 as soon as I finish
- 15 2 you paid attention to the tour guide, you would have learnt a lot about the city's history.  
3 before have we seen such a magnificent monument.  
4 do the Parsons go to the theatre.  
5 did Jessica hear that her favourite band were coming to town than she booked tickets.  
6 using it yourself can you appreciate his invention.  
7 did Jason pay for our cinema tickets, but he offered to drive us there as well.  
8 had Alex got to work when his supervisor asked to see him.
- 16 2 was the children's excitement about their trip to Paris that they talked about nothing else.  
3 powerful was the earthquake that struck the city of Petra in 363 AD that it destroyed half of it.  
4 was director James Cameron's interest in the story of the Titanic that he made a documentary about it.  
5 well do Barney and Phil get on that they've become best friends.  
6 a silly joke did he tell us that no one laughed.
- 17 2 So would I                                5 Neither/Nor have I  
3 So do I                                      6 So am I  
4 Neither/Nor will I

- 18** 2 aren't they                      8 will you/won't you  
 3 aren't I                              9 isn't it  
 4 shall we                            10 does he  
 5 don't you                            11 will you  
 6 doesn't he                         12 wasn't it  
 7 did they

- 19** 1 -                                      4 a, an, a                      7 a, a  
 2 A, some                              5 a, any                        8 -, a  
 3 A, an                                    6 -, an, -

- 20** 1 ones                                4 any, ones                    7 a, one  
 2 one, a                                5 One                            8 one, an  
 3 a, a/one                              6 a, ones

- 21** 2 the, the                              4 the, -, the, the  
 3 the, -, the                            5 -, the, -

- 22** 2 a                                      7 an                              12 the                            17 the  
 3 the                                      8 a                                13 a                                18 a  
 4 the                                      9 the                              14 the  
 5 the                                      10 -                                15 -  
 6 -                                        11 an                              16 the

- 23** 2 silk    3 golden    4 metallic    5 feather

- 24** 2 She's wearing a nice, modern, silk outfit.  
 3 They found a cute, tiny, white kitten.  
 4 I'm watching a funny, new, Italian film.  
 5 She baked tasty, small, vanilla cupcakes.  
 6 He bought her a huge, diamond engagement ring.

- 25** 2 Anna walked reluctantly into the cave two minutes ago.  
 3 He's been staring nervously at the door all morning.  
 4 He has just announced the news very happily.  
 5 It's raining extremely heavily today.  
 6 He always talks about his childhood quite sadly./  
 He always talks quite sadly about his childhood.

- 26** 2 highly                                5 direct                            8 hardly  
 3 free                                    6 deep                                9 free  
 4 high                                    7 shortly

**Further Practice  
 Word Formation**

- |                      |                  |
|----------------------|------------------|
| 1 loss               | 54 wealthy       |
| 2 performance        | 55 distance      |
| 3 unclear            | 56 sale          |
| 4 majority           | 57 helpless      |
| 5 knowledge          | 58 existence     |
| 6 unexplored         | 59 thought       |
| 7 growth             | 60 anger         |
| 8 inhabitants        | 61 expansion     |
| 9 unsuitable         | 62 organically   |
| 10 nervous           | 63 historical    |
| 11 unemployment      | 64 awareness     |
| 12 effective         | 65 unfairly      |
| 13 intention         | 66 publicity     |
| 14 freedom           | 67 fascinating   |
| 15 delivery          | 68 equatorial    |
| 16 appearance        | 69 height        |
| 17 uncomfortable     | 70 endangered    |
| 18 tendency          | 71 scenery       |
| 19 better            | 72 warmth        |
| 20 obligation        | 73 inconvenient  |
| 21 confusion         | 74 reliable      |
| 22 useful            | 75 strength      |
| 23 enormously        | 76 scientists    |
| 24 variety           | 77 broken        |
| 25 broaden           | 78 curiosity     |
| 26 adventurous       | 79 popularity    |
| 27 valuable          | 80 childhood     |
| 28 judgement         | 81 coastal       |
| 29 information       | 82 increasingly  |
| 30 especially        | 83 attendance    |
| 31 solution          | 84 subtitles     |
| 32 encouragement     | 85 dependent     |
| 33 observations      | 86 sight         |
| 34 unexpected        | 87 regardless    |
| 35 countless         | 88 illegal       |
| 36 advisable         | 89 annually      |
| 37 discovery         | 90 permission    |
| 38 Teenagers         | 91 significant   |
| 39 enthusiastic      | 92 leading       |
| 40 satisfaction      | 93 contestant    |
| 41 ability           | 94 entertainment |
| 42 lonely / lonesome | 95 official      |
| 43 journalist        | 96 invention     |
| 44 choice            | 97 possessions   |
| 45 agreement         | 98 delightful    |
| 46 harmful           | 99 daily         |
| 47 customers         | 100 unexpected   |
| 48 decision          | 101 ensure       |
| 49 disgusting        | 102 envious      |
| 50 Unfortunately     | 103 destruction  |
| 51 reference(s)      | 104 injuries     |
| 52 qualification     | 105 devastating  |
| 53 truth             |                  |

**Word Distractors**

- |      |      |      |      |      |      |
|------|------|------|------|------|------|
| 1 D  | 15 A | 29 B | 43 A | 57 C | 71 C |
| 2 B  | 16 B | 30 B | 44 C | 58 B | 72 A |
| 3 C  | 17 A | 31 D | 45 D | 59 A | 73 B |
| 4 B  | 18 D | 32 A | 46 B | 60 D | 74 D |
| 5 D  | 19 C | 33 B | 47 B | 61 C | 75 C |
| 6 D  | 20 A | 34 C | 48 C | 62 D | 76 A |
| 7 A  | 21 B | 35 A | 49 C | 63 A | 77 A |
| 8 C  | 22 C | 36 D | 50 C | 64 B | 78 D |
| 9 B  | 23 B | 37 C | 51 A | 65 D | 79 D |
| 10 A | 24 B | 38 A | 52 B | 66 A | 80 B |
| 11 D | 25 C | 39 D | 53 A | 67 B | 81 C |
| 12 B | 26 A | 40 B | 54 B | 68 D |      |
| 13 C | 27 D | 41 A | 55 D | 69 C |      |
| 14 C | 28 C | 42 C | 56 D | 70 B |      |

**Sentence Completion**

- |               |               |
|---------------|---------------|
| 1 until       | 41 great      |
| 2 at          | 42 out        |
| 3 way         | 43 one        |
| 4 except      | 44 let        |
| 5 though      | 45 no         |
| 6 before      | 46 ago        |
| 7 a           | 47 far        |
| 8 her         | 48 takes      |
| 9 Apart/Aside | 49 although   |
| 10 while      | 50 too        |
| 11 it         | 51 due        |
| 12 without    | 52 while      |
| 13 By         | 53 lasts      |
| 14 how        | 54 such       |
| 15 spent      | 55 else       |
| 16 a          | 56 up         |
| 17 as         | 57 whether/if |
| 18 reason     | 58 ever       |
| 19 sight      | 59 the        |
| 20 from       | 60 more       |
| 21 was        | 61 any        |
| 22 tried      | 62 get        |
| 23 all        | 63 to         |
| 24 another    | 64 would      |
| 25 so         | 65 possible   |
| 26 used       | 66 that       |
| 27 nothing    | 67 in         |
| 28 at         | 68 such       |
| 29 between    | 69 with       |
| 30 which      | 70 how        |
| 31 asleep     | 71 rest       |
| 32 few        | 72 without    |
| 33 This       | 73 of         |
| 34 be         | 74 to         |
| 35 nor        | 75 in         |
| 36 on         | 76 for        |
| 37 since      | 77 apart      |
| 38 as         | 78 than       |
| 39 least      | 79 much       |
| 40 long       | 80 to         |

**Key Word Transformations**

- |                                 |  |
|---------------------------------|--|
| 1 by far the most               | 26 having a good interview will        |
| 2 was the first time (that)     | 27 is less dangerous than              |
| 3 had difficulty (in) breathing | 28 prevented the ferry from leaving    |
| 4 must have been                | 29 need not hand/ don't need to hand   |
| 5 would like to visit           | 30 is responsible for preparing        |
| 6 hadn't been                   | 31 is supposed to be                   |
| 7 are likely to be              | 32 in the habit of                     |
| 8 there's no point (in)         | 33 know the cost of                    |
| 9 apologised (to me) for losing | 34 liked the food apart from           |
| 10 had our baggage delivered by | 35 it easy to locate                   |
| 11 so that we could             | 36 took months to design               |
| 12 is unaware of                | 37 rather go sailing than go           |
| 13 no intention of breaking     | 38 who sing professionally             |
| 14 is being designed by         | 39 make up my mind                     |
| 15 is nothing wrong with        | 40 may/might/could have been destroyed |
| 16 is on sale/will be on sale   | 41 ordered us to stop                  |
| 17 spite of having              | 42 had her house redecorated by        |
| 18 high time you learnt/learned | 43 had better book                     |
| 19 were you, I would            | 44 be possible to get                  |
| 20 taking care of               | 45 wished she hadn't told              |
| 21 agree completely with each   | 46 is said to have hit                 |
| 22 rely on Phil to help         | 47 in case it is                       |
| 23 would have been better if    | 48 didn't succeed in repairing         |
| 24 account of the danger, you   | 49 to cut down on                      |
| 25 immediately took             |  |

**Phrasal Verbs Revision**

- |   |       |        |        |        |        |
|---|-------|--------|--------|--------|--------|
| 1 | 1 off | 3 out  | 5 off  | 7 on   | 9 down |
|   | 2 in  | 4 on   | 6 up   | 8 in   |        |
| 2 | 1 in  | 3 up   | 5 down | 7 out  | 9 on   |
|   | 2 out | 4 off  | 6 off  | 8 down |        |
| 3 | 1 on  | 3 down | 5 on   | 7 out  | 9 on   |
|   | 2 up  | 4 off  | 6 in   | 8 up   |        |
| 4 | 1 up  | 3 in   | 5 up   | 7 back | 9 in   |
|   | 2 out | 4 down | 6 out  | 8 down |        |

**Phrasal Verbs**

- |           |              |            |
|-----------|--------------|------------|
| 1 up for  | 15 with      | 29 over    |
| 2 up      | 16 across    | 30 away    |
| 3 after   | 17 into      | 31 in      |
| 4 against | 18 up        | 32 by      |
| 5 up      | 19 against   | 33 over    |
| 6 out of  | 20 up with   | 34 aside   |
| 7 out     | 21 off       | 35 down    |
| 8 in      | 22 off       | 36 up with |
| 9 of      | 23 away with | 37 off     |
| 10 out    | 24 for       | 38 up to   |
| 11 round  | 25 for       | 39 out     |
| 12 round  | 26 out with  | 40 into    |
| 13 on     | 27 on with   | 41 up      |
| 14 out    | 28 over      |            |

- |         |         |            |
|---------|---------|------------|
| 8 1 to  | 15 in   | 29 against |
| 2 to    | 16 to   | 30 at      |
| 3 of    | 17 on   | 31 for     |
| 4 from  | 18 to   | 32 on      |
| 5 in    | 19 on   | 33 in      |
| 6 in    | 20 to   | 34 under   |
| 7 in    | 21 to   | 35 off     |
| 8 of    | 22 in   | 36 on      |
| 9 at    | 23 for  | 37 to      |
| 10 of   | 24 with | 38 to      |
| 11 with | 25 on   | 39 of      |
| 12 on   | 26 into | 40 for     |
| 13 in   | 27 of   | 41 to      |
| 14 on   | 28 on   | 42 on      |

**Revision Modules 1-6**

**Module 1**

**Verbs/Adjectives/Nouns with Prepositions**

- |           |           |            |          |
|-----------|-----------|------------|----------|
| 1 1 by    | 4 at/by   | 7 in       | 10 by    |
| 2 of      | 5 about   | 8 to       | 11 of    |
| 3 against | 6 for     | 9 for      | 12 of    |
| 2 1 about | 4 about   | 7 with     | 10 with  |
| 2 on      | 5 at      | 8 against  | 11 from  |
| 3 from    | 6 with    | 9 on       | 12 of    |
| 3 1 to    | 4 for     | 7 about    | 10 from  |
| 2 on      | 5 at/in   | 8 against  | 11 from  |
| 3 of      | 6 with    | 9 with     | 12 for   |
| 4 1 from  | 5 about   | 9 among    | 13 of    |
| 2 into    | 6 of      | 10 with    | 14 at    |
| 3 in      | 7 for     | 11 with    |          |
| 4 of      | 8 with    | 12 by      |          |
| 5 1 to    | 4 of      | 7 for      | 10 about |
| 2 by      | 5 from    | 8 with     |          |
| 3 about   | 6 to      | 9 into     |          |
| 6 1 of    | 6 towards | 11 from    |          |
| 2 to      | 7 to      | 12 about   |          |
| 3 for     | 8 against | 13 of      |          |
| 4 about   | 9 on      | 14 from    |          |
| 5 by      | 10 with   |            |          |
| 7 1 at    | 11 by     | 21 for     |          |
| 2 with    | 12 to     | 22 in      |          |
| 3 for     | 13 with   | 23 to      |          |
| 4 to      | 14 about  | 24 with    |          |
| 5 of      | 15 for    | 25 of      |          |
| 6 about   | 16 into   | 26 between |          |
| 7 in      | 17 of     | 27 on      |          |
| 8 for     | 18 for    | 28 in      |          |
| 9 on      | 19 in     | 29 for     |          |
| 10 to     | 20 at     |            |          |

- |  |           |              |     |      |
|--|-----------|--------------|-----|------|
| A 1 B                                    | 3 A       | 5 B          | 7 A | 9 C  |
| 2 C                                      | 4 D       | 6 D          | 8 C | 10 D |
| B 1 struck                               | 3 tempted | 5 impression |     |      |
| 2 permanent                              | 4 pursuit |              |     |      |
| C 1 B                                    | 3 B       | 5 B          | 7 B | 9 A  |
| 2 B                                      | 4 C       | 6 A          | 8 C | 10 C |
| D 1 F                                    | 3 F       | 5 DS         | 7 F |      |
| 2 T                                      | 4 T       | 6 T          | 8 T |      |
| E 1 3                                    | 3 1       | 5 2          |     |      |
| 2 2                                      | 4 3       | 6 3          |     |      |
| F 1 Just this one suitcase               |           |              |     |      |
| 2 Yes, I did.                            |           |              |     |      |
| 3 No, nothing at all.                    |           |              |     |      |
| 4 Would you like a window or aisle seat? |           |              |     |      |
| 5 Please go to gate 31A at 2:15.         |           |              |     |      |
| G 1 b                                    | 2 c       | 3 a          |     |      |

**(Suggested Answer)**

These days, many of those who attend university choose to live in student accommodation. Without a doubt, living in student accommodation has its disadvantages, but what about the advantages?

There are many reasons why people choose student accommodation. One advantage is that student halls are often located on campus. This means that it is very convenient for attending lectures, seminars and other events held at the university. This is important for both the educational and social aspects of university life.

On the other hand, student halls can cost more than renting a flat. Consequently, it is an expensive option that some students may not be able to afford. In addition, space is limited. For example, rooms are small and communal areas must be



shared with many people. As a result, students in halls may not get much privacy.

In conclusion, I think there are both pros and cons to living in student accommodation. However, all things considered, I believe that the pros outweigh the cons as experiencing life on campus is a unique opportunity that should not be missed.

**Module 2**

- A** 1 C      3 A      5 A      7 B      9 B  
 2 B      4 B      6 A      8 C      10 C
- B** 1 churn              3 risk              5 scrambled  
 2 far-fetched      4 rotten
- C** 1 C    3 A    5 B    7 D    9 B    11 B  
 2 C    4 A    6 A    8 D    10 C
- D** 1 C      5 B      7 C/B    10 D    13 D  
 2 A/D    4 A      8 A/C    11 C/D    14 A  
 3 D/A    6 B/C    9 C/A    12 D/C    15 B
- E** 1 2      3 1      5 2      7 1  
 2 3      4 2      6 2
- F** 1 a      2 b      3 a      4 b      5 a
- G** 1 c              2 a              3 b

**(Suggested Answer)**

Many video games today are very violent. To win, players must kill hundreds of enemies, often with realistic and gory graphics. Many people feel that such games ought to be banned, especially with regards to underage players.

In my opinion, there should be tough restrictions based on age. Exposure to violence and gore can be disturbing for young children, but even worse is the way it shows violence as acceptable and necessary to achieve a goal. Even if the children do not become violent themselves, they may support those that are.

On the other hand, some people argue that multiplayer games encourage players to interact with and help each others. They say these games can build useful teamwork skills.

However, young people can learn these skills in much better, healthier ways – though sport, for instance. Furthermore, studies show that violent games can affect academic performance, with children who play violent games often achieving lower grades at school.

All in all, I believe children should be prevented from playing violent video games. It will be a difficult task, but for sake of society, we must find a way.

**Module 3**

- A** 1 C      3 D      5 C      7 C      9 C  
 2 B      4 A      6 B      8 D
- B** 1 kick              3 walk              5 chuckled  
 2 boost              4 refreshed
- C** 1 C      3 A      5 B      7 C  
 2 A      4 B      6 C      8 A
- D** 1 is supposed to              4 is bound to  
 2 had better              5 Why don't  
 3 are to
- E** A 4      C 3      E 2      G 5  
 B 8      D 1      F 7
- F** A 2      B 4      C 1      D 5      E 6
- G** 1 2      2 4      3 1      4 2      5 2
- H** 1 a      2 b      3 b      4 a      5 b
- I** 1 b      2 c      3 a

**(Suggested Answer)**

**Introduction**

The purpose of this report is to suggest improvements to the school library in order to make it a better learning environment.

**Computer Lab**

To begin with, there is limited space for an ICT class. I strongly suggest that we expand the computer lab so that an entire class can fit inside it comfortably. Doing this would make ICT lessons more enjoyable and beneficial for everyone.

**Décor**

The décor in the library is outdated and unattractive. For this reason, many students dislike using the facility. It would be a good idea to paint the library in bright colours and decorate it with posters. This would undoubtedly create a better environment for learning.

**Resources**

There is a lack of modern books and PCs in the library. I recommend that the school asks for donations of books and use some of the funding received to purchase new computers, so that students can have up-to-date technology.

**Conclusion**

All in all, I feel that a larger computer lab, improved décor and better resources would certainly make the school library a better learning environment.

**Module 4**

A 1 B 3 A 5 B 7 A 9 C  
2 B 4 D 6 C 8 B 10 D

B 1 faint-hearted 3 prestigious 5 hearty  
2 success 4 stands

C 1 B 3 D 5 B 7 B 9 D 11 D  
2 C 4 C 6 A 8 A 10 B 12 C

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

E A 5 B 3 C 1 D 4 E 2

F 1 a 2 b 3 a 4 b 5 b

**G (Suggested Answer)**

Every year in July, people from around the world gather for a two week extravaganza of art and culture at the Galway Arts Festival. This is Ireland's largest arts festival, which has been taking place in Galway since 1978.

The Galway Arts Festival offers many different activities – there is something for everyone. For art enthusiasts, there are exhibitions to see, which include paintings, and sculptures from Ireland and other countries. In addition, there are parades and street performances, as well as world class theatre and comedy shows. And if you're into music, concerts by famous Irish and international musicians are held throughout the festival.

Whether you're interested in art or you just want to have a good time, the Galway Arts Festival is for you! You can purchase tickets online, over the phone or in person at the box office. There's so much to see and do – you won't regret it!

**Module 5**

A 1 C 3 D 5 D 7 B 9 B  
2 A 4 B 6 C 8 D 10 A

B 1 reach 3 strong 5 embrace  
2 crossed 4 classified

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

- D 1 Max said (that) Sam was studying to be a doctor.  
2 The scientist told us (that) we/they would soon have enough money to buy new equipment.  
3 He asked her if/whether she could show him her invention.  
4 Cathy told me (that) she was going to the planetarium the following week/the week after.  
5 He said (that) he went/had gone to the museum the previous week/the week before.

E 1 D 4 B 7 D 10 A 13 C/B  
2 A 5 D 8 B 11 B 14 A  
3 C 6 A 9 C 12 B/C 15 B

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

- G 1 What's so special about it?  
2 I'm not that interested in architecture.  
3 It says here that there is also an exhibit dedicated to fashion.  
4 Oh, come on!  
5 Well, I guess it might be fun.  
6 They're only £9.

**H (Suggested Answer)**

I had been looking forward to the adventure all week. My friend Steve and I had decided to go rock climbing in the beautiful Snowdonia National Park. We set off early on Saturday morning – the weather was nice and both of us felt happy to be doing something energetic.

However, we were only half-way up the mountain when suddenly the sky darkened and we heard thunder. A few minutes later, it started to rain heavily.

The water made the cliff face slippery and soon it became almost impossible to get a grip on the wet rocks. Twice I nearly slipped and fell. I was wondering how much longer I could go on, when I heard Steve's voice above my head, "Quick up here! I've found shelter in a cave!"

I scrambled up to the cave and Steve helped to pull me inside. We were safe and dry at last! I had never felt so relieved. As we sat watching the torrential rain outside. Steve suddenly smiled. "I guess we should have checked the weather forecast!" he said.

**Module 6**

A 1 B 3 B 5 B 7 D 9 A  
2 C 4 C 6 A 8 B 10 B

B 1 role 3 takes 5 abandoned  
2 taste 4 barrier

C 1 D 3 A 5 C 7 B 9 B 11 C  
2 C 4 D 6 C 8 B 10 D

D 1 2 3 1 5 2 7 4  
2 4 4 2 6 3 8 2

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

F 1 b 2 b 3 a 4 b 5 a

**G (Suggested Answer)**

Culzean Castle is one of the most popular tourist attractions in Scotland. It is situated on the east coast of Scotland, overlooking the sea, and is a fantastic place to visit.

The castle is the former home of Lord Kennedy of Scotland and is famous for its stunning 15th century architecture. Due to its beauty and historical significance, the castle has been preserved by the Scottish National Trust and has become a famous local landmark.

There are a number of reasons why tourists should visit Culzean Castle. It has an exciting adventure park and beautiful gardens to explore, as well as an interesting wildlife conservation area. In addition to this, visitors can also enjoy a hot meal at the castle's traditional restaurant, or relax with a cup of coffee in the cosy café.

Without a doubt, Culzean Castle is well worth a visit. There is something to do for everyone, no matter what age they are, and I would highly recommend it.

**Module 1**

➤ **Exercise 3 (p. 9)**

Listen to a mayor making a public announcement.  
 Good afternoon and thank you for joining us in celebration of Graffiti Action Day. Since we launched our campaign two years ago to combat graffiti in our town, I am pleased to report that instances of vandalism have decreased by an incredible 27%. However, while we have made remarkable progress, there is still more that can be done. Graffiti is still widespread on many of our streets affecting the image of our town. However, we will not allow it to dampen our community spirit. In honour of Graffiti Action Day, I am asking citizens to join forces with the authorities in order to combat this problem. We would like to set up neighbourhood clean up schemes, where residents take responsibility for keeping their areas graffiti-free. Neighbourhood patrols would be established to locate and cover up graffiti and would be provided with the necessary tools for the task, such as paint, gloves and brushes. Of course, you will not be in this alone. The local council will also contribute all their efforts to help combat vandalism. Don't take a back seat, get involved! Together, let's clean up our beautiful town once and for all.

➤ **Exercise 4 (p. 10)**

**Interviewer:** Now, what can you do if you want to grow your own food but live in a flat and don't have access to a garden? Well my next guest has the answer. Joining me now is Susan Chandler the director of "Green Partners", a garden sharing website. Welcome Susan.

**Susan:** Thank you.

**Interviewer:** Susan, what exactly is garden sharing? Is this when neighbourhoods share a green space? A sort of community garden?

**Susan:** Not exactly. Garden sharing is when a person shares their land with someone who wants to grow food on it. At "Green Partners" we connect would-be gardeners with those who want to share their land. There is so much wasted land in our cities that could easily be used to grow food.

**Interviewer:** Interesting, how does it work?

**Susan:** Well, we are basically a matchmaker that brings together people who own land with gardeners who need land. The landowner allows the gardener to grow food on the land in exchange for part of the harvest. Everyone benefits.

**Interviewer:** Very clever. How did you think of the website?

**Susan:** I was doing some gardening at a community garden when I saw an advert on the message board asking for someone interested in gardening their back garden. I immediately thought that what we need to do is match gardeners looking for space with those who have gardens that are just sitting unused.

**Interviewer:** It certainly makes sense. How does the website work?

**Susan:** It's very easy. Anyone interested must state

whether they want to use or lend a garden and then submit their location and email address. Then they can search a map of their area to see what is available near them.

**Interviewer:** And do you provide a contract between the gardener and the land owner?

**Susan:** No, it's up to the two to sort out the details and come to an agreement. We do, however, offer some guidelines on what they should consider in their agreement.

**Interviewer:** Such as?

**Susan:** First and foremost, they should agree on the amount each partner will take of each crop. Then, there are the issues of how often and what time of day the garden will be tended and whether the owner would like to take part in the gardening.

**Interviewer:** I thought the owners don't get involved in the gardening.

**Susan:** On average they don't, but it depends on the individual. Even those with little free time could get involved simply by offering to water the garden daily.

**Interviewer:** Don't people feel uncomfortable with a stranger in their back garden?

**Susan:** I think that mentality is changing mostly from the use of the Internet. People are more tolerant of dealing with strangers especially when they have a common goal like growing food.

**Interviewer:** Well I think it's a great idea. Both partners give something and both get freshly grown food in the end.

**Susan:** Yes, but some don't do it just for food. They just get a lot of satisfaction knowing they are putting land to a good use.

**Interviewer:** I can understand that. How's the website doing?

**Susan:** Very well. We have made hundreds of successful matches. Currently there is a lack of gardeners to match the many plots of land that are being offered for use. So if you have green fingers and some free time, get in touch with us at [www.greenpartners.com](http://www.greenpartners.com).

**Interviewer:** All right any of you listeners that want to grow your own food check out the site. Thank you Susan and I wish you continued success with Green Partners.

**Susan:** Thank you.

**Module 2**

➤ **Exercise 4 (p. 21)**

Listen to a guide talking to a tour group.  
 Welcome to the Eisriesenwelt, the largest ice cave in the world! Since its discovery in 1879 by Anton Posselt, explorers have been in awe by the sheer size of the cave. Certainly you will be amazed by this too, but even more so by the natural ice sculptures inside the cave. These sculptures are highlighted by incredible magnesium lighting to make them even more striking. We will be exploring the first kilometre of this 40 kilometre limestone cave formed over a million years ago. In spring, the water from melting snow drains into the

caves and then freezes, creating some spectacular formations that look like professional sculptures. Each one is unique and has its own name with some sculptures formed many years ago. Nothing can compare to a walk in this glittering ice empire. We will have a chance to stop and discuss each sculpture as we walk about the cave. Our final stop before turning back will be the "Ice Palace" and its sheer crystal beauty. So now that you have your torches, we are almost ready to proceed to the cave. Remember temperatures will drop suddenly as we enter the cave and it will become quite dark so use your torches. As mentioned in the safety regulations given to you at the ticket office, there is a 134 metre climb as we explore the cave, so those with serious health problems should reconsider going on the tour. Photography is not allowed at any time inside the cave and please stay with the group in the designated areas so as to not disturb the natural structures of the cave. So, are there any questions before we begin?

➤ **Exercise 3 (p. 24)**

**Interviewer:** You could call it the extreme sport of the ancient world. However you classify it, chariot races were full of danger and excitement and a definite passion of the ancient Romans. What was all the fuss about? Well, here with me today is Professor Charles Nickerson to tell us about this popular ancient pastime. Welcome to the show Professor Nickerson.

**Prof. Nickerson:** Thank you.

**Interviewer:** Professor, can you start by describing to us a typical race?

**Prof. Nickerson:** Certainly. Chariot races took place in a stadium or Circus as they were called. The Circus was oval in shape and seated hundreds of thousands of spectators. The ground consisted of sand and there were no lanes. Chariots were built for speed. Thus they had to be light and simple in design. They were drawn by between two and ten horses. All this made it very dangerous for the drivers.

**Interviewer:** Races were obviously very exciting then.

**Prof. Nickerson:** Yes, the first driver to complete seven laps of the track was the winner. There were few rules and pretty much anything was allowed. This gave a feeling of freedom to the masses that loved the races. Since anything was allowed, crashes were frequent and quite spectacular.

**Interviewer:** So a lot of drivers were injured or killed?

**Prof. Nickerson:** Yes, and this danger and all the thrills are what attracted so many Romans to the races. They were held on religious or public holidays and were attended by hundreds of thousands of people. Although the races were free to the people, a lot of money was made by gambling on the races.

**Interviewer:** They were betting on the drivers?

**Prof. Nickerson:** Yes, or the teams they belonged to. There were different teams that were supported by businesses. The teams recruited the best drivers who wore the team's colours. Of course, the best drivers

were those quick to avoid collisions and strong enough to last these long races. But most importantly drivers needed to control their chariots well.

**Interviewer:** The drivers were quite talented then.

**Prof. Nickerson:** Yes, they were the sports stars of their day. Although most of them had short careers, they were hugely popular and the best of them became celebrities across the empire. Many started out as slaves but with the money they earned they soon bought their freedom.

**Interviewer:** It sounds like the Romans took their teams and races seriously just like, let's say ... we do football today.

**Prof. Nickerson:** That's right. People were fanatical about their teams. They would cheer their team on, have big celebrations after wins and often fight with opposing fans. Superstition even played a role as they would place special curse tablets made of lead near the starting area to curse the opposition. Drivers may have been the stars, but they were often humble after a win and showed little emotion.

**Interviewer:** Not like today's sports stars who like to do a victory dance after a win.

**Prof. Nickerson:** (chuckling) No, the charioteers were much more constrained. Chariot races touched all areas of Roman society. There was a lot of money being made and the masses were passionate about the races. Even the emperors couldn't stay out of the action. The different teams had a tremendous amount of influence on their fans, so it made sense for the emperors to keep up with the races and keep an eye on what each team was doing on and off the track.

**Interviewer:** Once again another example of how sport influences our lives. Thank you Professor Nickerson for the interesting insights on the once great chariot races.

**Prof. Nickerson:** My pleasure.

**Module 3**

➤ **Exercise 4 (p. 35)**

**Speaker 1**

I've never been one to just sit at home with the telly on or read a book. I need to be around others. Whether it's shopping with my mates or grabbing a quick bite together, I find their company is what makes my troubles disappear. Sure, I like my job and find it interesting, but I really enjoy laughing and being with those I care about most.

**Speaker 2**

I never stop. When I'm not working, I'm teaching piano or gardening. People are always telling me to slow down or take some time off. What they don't understand is that all these activities help me stop worrying about things. I lose track of time and forget myself when I'm absorbed in an activity. There is nothing more satisfying.

**Speaker 3**

How you look at your life it's really important. I try to live my life by my own standards and not by what others have or do. Sure I care about what my friends think, but

I don't worry about keeping up with them. I try not to compare myself with others and look at the bright side of things. I'm busy focusing on my own personal goals.

**Speaker 4**

For many people it's their family, friends and what they do in their free time that makes them happy. I, however, can't wait to wake up and go to the office. Don't get me wrong; it can be very tiring with long hours and stressful at times. Nonetheless, when I finish the day I feel such sense of accomplishment that it makes it all worth it.

**Speaker 5**

So many of my friends get caught up with what they have or want. It's all about them. Seeing what little some people have and yet they are still positive really puts things into perspective. I volunteer at the shelter because it feels fantastic knowing I'm making a difference in other people's lives. No job or hobby has brought me such fulfilment.

➤ **Exercise 4 (p. 38)**

**Daisy:** Hi Alison. Where were you last night? I called but your mum said you were out. She wouldn't tell me where you had gone.

**Alison:** Hi Daisy. Yes, I asked her to not tell anyone. It's not a secret, exactly: I was with a friend of mine, Julia. We went along to a stress counselling meeting.

**Daisy:** Oh, I'm sorry Alison, I didn't know you felt stressed. Is it because of the exams coming up?

**Alison:** No, no - I was only going with Julia to support her! It was me who suggested she go. She is very stressed. She even got a panic attack about being late for the meeting!

**Daisy:** What did you do at the meeting? Was it all meditation and role-playing?

**Alison:** Actually, it was mostly us listening to the counsellor. She wasn't very keen on meditation, actually. She said that if you don't do it properly, it can sometimes make things worse. Even then, it won't help on its own. She said that a stressed person needs to make changes in their life.

**Daisy:** What sort of changes did she suggest? Better diet and more exercise?

**Alison:** No, it was more basic. She said that most stressed people have lost sight of what is important in their lives. They try to do lots of things and end up doing nothing well. So what we should do is pause, then choose one or two things that we really believe in and concentrate on them. We are more likely to succeed in them, and then feel better about ourselves.

**Daisy:** What did Julia think?

**Alison:** Actually, she seemed happier afterwards. She admitted that she makes her own life difficult. She said she needs to be stronger in not letting other people make unfair demands on her. That's the theme of the next meeting.

**Daisy:** Hmmm. I have to say, I don't really get stressed but I'd like to hear more about this. Are you going back to another meeting?

**Alison:** Yes, on Friday evening.

**Daisy:** I might come along too, if Julia doesn't mind.

**Alison:** I think she would be fine with it. But let me ask her first.

**Daisy:** Okay - well, see you there, maybe!

**Module 4**

➤ **Exercise 5 (p. 47)**

**Speaker A**

I've never seen anything quite like it. He's a world renowned magician and certainly lives up to his reputation. Some of the tricks he did were incredible and left me utterly amazed. I kept thinking how on Earth did he do that? Magic may not be for everyone, but I'm glad I went and saw something different for a change.

**Speaker B**

Since my friend recommended it to me, I thought sure why not try something new? Besides, the tickets weren't expensive. Even though the play is considered one of the best this year and perhaps it really is, I just couldn't get it. It was complicated and I kept confusing the characters and what was going on. There were some entertaining parts, but overall I was lost.

**Speaker C**

I couldn't stop laughing ... it was really funny. I often go to comedy shows but lately I have found them a bit boring with the same jokes and routines. A clown comedy troupe isn't exactly what I would normally choose to go see, but when I read the great reviews I thought it was worth a try. The show really is a must see! The clowns were hilarious and I can't wait to tell all my friends to go see it.

**Speaker D**

When my dad got us the tickets for the car and motorcycle stunt show, I thought I was in for a unique treat, only to be disappointed. I had read about how great the show was in the newspapers. That couldn't have been further from the truth. The stunts were nothing spectacular and the drivers looked tired and bored. The tickets were expensive and we left feeling we had been tricked.

**Speaker E**

To be honest I wasn't very enthusiastic about going to the circus at first. It costs a lot to go and I had been several times when I was a child. Sure, it was an incredible experience then. But now that I'm much older I thought it would be childish and boring. Was I ever wrong! The show was full of surprises with so many things to see I didn't know where to start. The trapeze act was thrilling and although we spent a lot on the tickets, I'm glad we did.

➤ **Exercise 3 (p. 52)**

- 1 You hear two friends talking about a festival they have just attended. What do they disagree about?
  - A how good the music was

- B the variety of activities offered
- C the closing ceremony

**Male:** I sure had a great time! We should definitely go again next year. And the final evening with the fireworks and fantastic bands was a great ending to it all.

**Female:** It certainly was an impressive finish to the three days. But, I would have liked to have done a few other things besides see art and listen to music.

**Male:** What?! The concerts were so great. There was such a variety of bands. It was so entertaining. What else could you ask for?

**Female:** Look, don't get me wrong, all that was nice. I just found it a bit repetitive. It would have been nice if there were other things to do besides the concerts and art exhibits.

- 2 You hear a circus performer interviewed on the radio. Why did he join the circus?
- A to follow a family tradition
  - B to pursue his love of performing
  - C to have the opportunity to travel the world

**Int:** Your job is quite unusual. How did you get involved with the circus?

**Performer:** Well my mother was a gymnast and I learned a lot from her. She loved to perform and I must have got that same passion from her. I realised from a young age that I liked to entertain people. So when I saw the advert for auditions for a circus, I thought it was a great way to make money and do what I like to do.

**Int:** So did it turn out the way you expected?

**Performer:** Absolutely, I enjoy every minute of it, especially the travelling and experiencing new places. I never expected to enjoy that so much but it really has made a difference to the job.

- 3 You will hear a photographer talking about his job. How does he feel about his work?
- A He is proud to see his work on display.
  - B He wants his work to be seen by more people.
  - C He is pleased his work helps others.

**Male:** Everyone asks me how exciting it must be to have my work shown in top galleries. Of course it is a compliment but what I am really grateful for is that my pictures bring attention to the problem of homelessness in our society and that sales of my photos raise money for shelters. I just wish more people would support art with a social conscience either by buying it or going to galleries like the ones I show in. It can really make a difference.

- 4 You hear part of a broadcast about a competition. What is the narrator describing?
- A The history of the company.
  - B The entry requirements.
  - C The prizes available for winners.

**Narrator:** Have you got what it takes to win the Creative Vision Design Award? Since 1996, our team at Creative Vision has been celebrating talented British designers. This year, we would like to hear from you! Contestants can design anything they wish; all we are asking is for innovation! Entries must be submitted by the 30th of October and you can see all our amazing prizes via our website.

- 5 You hear a girl leaving a voicemail message. Why does she leave the message?
- A to extend an invitation
  - B to make a suggestion
  - C to apologise for something

**Female Voice:** Hi Carl. I'm so sorry you couldn't make it to the concert. I should have invited you earlier so you could have changed your work schedule in time. I feel really bad you missed it, but I have an idea and that's why I'm calling. Why don't you call Peter and Joe; they are going to the concert on Wednesday night. Perhaps you can join them. I'm sure they won't mind. Give them a call. Talk to you soon.

- 6 You hear two teenagers talking in a shop. Why doesn't the girl buy the dress?
- A It's not what she is looking for.
  - B It's not the right size.
  - C She doesn't like the style.

**Girl A:** I already told you Shannon. It's a formal party and I need a long dress.

**Girl B:** Yes. But that style and colour really suit you.

**Girl A:** I know and it fits perfectly. But it's too short for an evening dress.

**Girl B:** I agree. I'll look for something dressier.

- 7 You hear an announcement at a festival. Which event is new this year?
- A dog sled competition
  - B a beauty contest
  - C sleigh rides

**Announcer:** Welcome once again to the Westville Winter Carnival. One highlight not to be missed is the dog sled racing. The reigning champion team led by Gerald Tikes will attempt to keep their title this year in a race full of speed, excitement and a lot of barking. Newcomers to the festival should definitely check out the sleigh rides and snow slides, a definite festival favourite. On the final night we will have the final judging of the ice sculptures and prizes as well as our first time ever crowning of a snow queen. So don't miss it. Festival guides are available at the ticket booths. Enjoy the cold everyone.

- 8 You hear a teenager talking about an art class he is taking. What does he think of it?
- A It is helping him develop his talent.

- B It is fun and relaxing.
- C It is very challenging.

**Male Voice:** To tell the truth I thought it would be an easy A and a way to take a break from all the studying and have a good time with some of my friends. I sure was in for the surprise of my life. I have a lot of preparation to do for every class and the assignments are tricky. The teacher is demanding and strict. She really expects us to improve and use our talents to the fullest. So I guess if I want a good mark, I'm really going to have to work hard and use whatever talent I've got.

## Module 5

### ➤ Exercise 3 (p. 61)

#### Speaker A

My project will measure the heat that comes from a compost heap. When organic waste decomposes, it gets warm. Mostly it's due to the bacteria. We'll see how much energy comes from this process.

#### Speaker B

I've been writing some code. It's a simple program that will control a small robot connected to the USB port. You type in commands for going forward, back and from side to side.

#### Speaker C

Did you know you can use cabbage juice to find out if something is acidic? Well, you will see it done in my project! The juice changes colour when it comes into contact with different substances. I will use it to test common household liquids.

#### Speaker D

I was amazed to find out that a cardboard toilet roll can be strong enough to stand on ... if you fill it with sand! But do the same with small stones, and it can be a different story. This principle demonstrates how structures like bridges and skyscrapers are built.

#### Speaker E

My experiment must be the most dramatic! It's called a Gauss 'gun'. It's not actually a gun, but a row of small metal balls and a magnet. A small tap on one end sends the ball at the other shooting off at very high speed. It shows the power of magnets and momentum.

### ➤ Exercise 4 (p. 66)

**Presenter:** Welcome to the show. Here with us today, we have Doctor Malcolm Banks, the author of "The Memory Pit". Hello, Dr. Banks; it's such a pleasure to have you on the show!

**Dr Banks:** Hello; the pleasure's all mine.

**Presenter:** So, tell us a bit about what you do, Dr. Banks.

**Dr Banks:** Well, I'm a neurologist, which is a doctor that works with the brain. I don't perform surgeries, but rather develop treatments for brain disorders such as Alzheimer's. This is a disease that affects the normal functioning of the brain, leading to confusion,

aggression and memory loss.

**Presenter:** I see. And are these issues discussed in your new book?

**Dr Banks:** Well, my first book, "The Memory Pit" was mainly about neurological decay. It talked extensively about the onset of Alzheimer's and also discussed ways of coping with the disease. However, this second book, "Flexing the Brain", details a five-step programme that exercises the brain. It's more about changing your lifestyle to keep your brain healthy and active.

**Presenter:** Could you share some memory-boosting tips with us?

**Dr Banks:** Actually, it seems obvious, but it's always worthwhile to pay attention to what people say to you. Make sure you absorb every detail and actively try to remember things. It's also useful to associate images with words. For instance, try to think of something funny that will help you to remember a place or person's name. Later, that funny image will make the word easier to recall.

**Presenter:** You talked earlier about changing your lifestyle to keep your brain healthy. What does this mean?

**Dr Banks:** You see; the brain, like any other muscle, needs exercise to stay healthy. Physical activity improves blood flow in the whole body, including the brain. This is why it's not enough to just stimulate the brain by doing crossword puzzles; you have to work your body, too. Of course, eating healthily is also a must.

**Presenter:** What kinds of things should people include in their diet?

**Dr Banks:** Well, first of all, avoid junk food! Instead, try to eat berries to boost your brain activity, or snack on nuts which are proven to prevent neurological decay. On top of this, remember to eat plenty of root vegetables such as beetroot and radishes as they help to improve blood flow to the brain.

**Presenter:** I see. Would you recommend this diet to people of all ages?

**Dr Banks:** Although memory loss is generally associated with the elderly, studies actually show that early symptoms can develop when a patient is in their twenties. This is why people should always keep their brains active – no matter how old they are.

**Presenter:** That's good advice, Dr. Banks. Now, I hear you're holding a seminar next month to launch "Flexing the Brain", is that correct?

**Dr Banks:** That's right. It will be held at Discovery book shop on the 6th April at 11am. It's an hour-long event during which I will talk about the brain exercise programme detailed in my book. There will also be a chance for the audience to try out the techniques for themselves and ask any questions on the topic.

**Presenter:** I'm sure plenty of our viewers would love to attend. Well, I'm afraid that's all we have time for today. Thank you for taking the time to come on the show, Dr. Banks.

**Dr Banks:** You're welcome. Thank you.



**Module 6**

➤ **Exercise 4 (p. 77)**

**Dialogue A**

**A:** Now, can anyone guess what this building was used for?

**B:** I think this was where they kept their guns.

**A:** No, no – the Romans didn't have guns! Guns weren't invented until more than a thousand years later. No, this was the smithy, where they made swords and armour.

**Dialogue B**

**A:** Look, this is one of the medals my grandfather won at the Battle of Stalingrad.

**B:** Is he still alive?

**A:** Yes, he's well over 90 now!

**Dialogue C**

**A:** In the picture you can see the first trains and factories. In the 1860s, it was just becoming a modern town.

**B:** Why are they wearing those funny clothes?

**A:** That was the style in the time! Probably, our clothes would look funny to them.

**Dialogue D**

**A:** What are these pointy shapes in the stone?

**B:** Those are dinosaur footprints! One day, an unimaginably long time ago, the creature ran across the mud. Here's another set, which was probably another dinosaur chasing it. Over the ages, the mud dried and became stone. The species died out, mountains rose and fell, ice ages came and went, and humans became dominant on the Earth.

**A:** And yet those footprints have survived from that day to ours. That's incredible.

➤ **Exercise 4 (p. 80)**

**Zoe:** Hi Hugo.

**Hugo:** Hey, Zoe. How was your school trip yesterday? Wasn't it to a hospital?

**Zoe:** Not exactly – we went to the Florence Nightingale Museum, next to St Thomas' Hospital. It was amazing, actually.

**Hugo:** Florence Nightingale was a nurse, wasn't she?

**Zoe:** She was – and maybe the first in the modern sense! But she was much more than that. What really impressed me was that she was rich and pretty. She could have had an easy life, but was shocked at the laziness of women in her class, such as her mum and sister. Florence wanted to do something with her life! Then she heard about the poor condition of British soldiers. In the 1850s, many died of illnesses after being wounded in battle, because they were left in unhealthy conditions. Nightingale sailed from England with a group of women to organise clean conditions and decent care.

**Hugo:** It must have been difficult, as it can't have been easy for a woman at that time.

**Zoe:** You're absolutely right. At first, she wasn't taken seriously at all. Some generals tried to get her sent home. But several important men supported her, including an important politician, Sidney Herbert. The great engineer Isambard Kingdom Brunel designed a portable wooden hospital for her, that could be set up anywhere in the world. Nightingale called them 'those wonderful huts'! Later, there was one very important woman who became a fan of Nightingale – Queen Victoria!

**Hugo:** She must have had an extraordinary personality, if all these people came in on her side.

**Zoe:** But Nightingale was very intelligent too. She was brilliant at using statistics. She knew how to explain and show facts, particularly to men in power. Her charts and graphs showed that her ideas were working and saving lives. She also wrote to newspapers and journalists to spread her message. Her books sold all over the world.

**Hugo:** Was it just soldiers she helped?

**Zoe:** No, she was concerned for the poor as well, and not just the English. She helped to get clean water for people in India. She also founded the first school of nursing. To be honest, I felt exhausted, just hearing about everything she did!

**Hugo:** Perhaps you should lie down and I'll bring you a cup of tea!

**Revision 1**

➤ **Exercise E (p. 160)**

**Jack:** Hi Ethan!

**Ethan:** Hi Jack! How was your holiday in California? Didn't you stay with relatives?

**Jack:** Not exactly – but it was arranged by my uncle. I can't remember if I told you: we went to an eco-village for a month. My parents got an invitation to stay there and study, so we went as a family and made a holiday of it. It wasn't luxurious, but we had a great time!

**Ethan:** What is an 'eco-village' exactly?

**Jack:** It's a small community of people who live together in a way that is as efficient and sustainable as possible. The one we went to is called 'Earth Refuge'. There were about 100 people there, from all over the world. Basically, everything used in the village is made by the community.

**Ethan:** What, even electricity and food?

**Jack:** Especially electricity! Earth Refuge houses get power from a combination of solar, wind, and also hydropower from a nearby river. As for food, almost all of it is grown on the farm next to the village. They raise animals for meat and milk. It's healthy and organic. However, some villagers also make goods to sell. With the money, they buy the things the village can't make for itself.

**Ethan:** So everyone contributes.

**Jack:** Yes. Those that don't work on the farm, or in construction or maintenance, take on duties like teaching or childcare. Sometimes, people like to change their jobs for a few weeks. Either way, there's always something for everyone to do!

**Ethan:** What are the houses like?

**Jack:** They come in all different sizes and shapes, but they have some things in common. They are all built with natural materials, and have thick walls. It means they don't need much energy to heat them in winter or keep them cool in summer. Most are dug into the ground.

**Ethan:** What about the kids? Do they go to school?

**Jack:** Most of the kids are home-schooled, which might sound like a disadvantage – but you have to bear in mind a lot of the residents of the eco-village are scientists, artists and other educated people. They also speak different languages. So the kids there weren't losing out on an education. Maybe the reverse.

**Ethan:** Can anyone choose to go and live there?

**Jack:** No. Because everyone in the village has to cooperate, it's very important that each person fits in. There's a selection procedure and then a six-month trial period. At the end of that, the villagers vote whether to accept the new members.

**Ethan:** Do you think you might go and live there?

**Jack:** Well, I suppose that would be up to the villagers! I don't think so, or not yet. I would rather see if there is an eco-village in our own country. Maybe my parents will set one up!

## Revision 2

### ➤ Exercise E (p. 163)

**DJ:** Enthusiastic animal lovers have often been described as passionate about their animals. But what if the animal you love and care for can kill you at any moment? That's a risk that Derrick Brenner is willing to take as a man who has dedicated his life to training and caring for wild cats such as lions and tigers. Derrick joins us today to tell us about his cat ranch and his love for these beautiful but dangerous creatures. So Derrick, why cats?

**Derrick:** I've loved cats since I was a child. They are very complex and intelligent animals. At the moment I have 15 wild cats that are free to roam on my ranch, except when we have visitors or on days when we have shows. The shows are designed to educate people about the cats. My aim in the long run is to take many of these cats, most of whom were born in captivity, to wildlife sanctuaries in India that focus on preservation and repopulation of the cats.

**DJ:** As a trainer Derrick, how do you get the cats to cooperate?

**Derrick:** Well it is not like in the old days when fear was used to get a lion to obey.

**DJ:** Yes, we have all seen this image of a lion tamer in front of a lion with a whip and a chair.

**Derrick:** Yes, but the chair was not used to scare the lion but to confuse and divert the lion from thinking about attacking the trainer. Today such props are no longer needed because training is based on rewards and positive reinforcement. But true success lies in the connection between the trainer and the cat. A strong bond is essential.

**DJ:** You must really know all your cats well.

**Derrick:** Very well. Each has its own distinct personality. When I first became interested in working with wild cats, I got a job as a back-up trainer at a wild cat show. Here I supported the trainer by dealing with all distractions. My job was to deal with the crowd, props and any problem that might occur, everything but the cats. It was here that I learned that nothing should interfere with the communication between the trainer and his cats. The trainer must be focused solely on the cats.

**DJ:** Are certain types of wild cats easier to work with than others?

**Derrick:** Well tigers are quick to learn and stable creatures compared to other big cats. When they greet you they make a sound called a "chuff" if they like you. They are my favourites to work with because they are a lot of fun.

**DJ:** What about lions? Are they really the kings of the jungle?

**Derrick:** They certainly are magnificent animals. Lions are the only true social cats. They are the most emotional of all cats in that the males can have instant mood swings. One minute they are happy and relaxed and the next minute they want to kill you over a spot in the grass. They are definitely a challenge to get along with.

**DJ:** It sounds dangerous and tricky to work with such animals.

**Derrick:** It certainly is. Training and caring for wild animals requires a lot of experience.

**DJ:** So, what do you think of the idea of keeping wild animals as pets?

**Derrick:** I don't think that is a good idea. Besides the dangers of caring for wild animals, most often wild animals that are kept as pets are mistreated, poorly fed and often abandoned. If you appreciate and want to help wild animals there are many conservation and educational programmes that one can get involved in that can really help these animals.

**DJ:** Good advice. Thanks Derrick for introducing us to the world of wild cats and we hope to have you back soon to tell us more about these amazing animals.

**Derrick:** Anytime. Thank you.

## Revision 3

### ➤ Exercise F (p. 166)

#### Speaker A

I haven't had a chance to relax lately because I've spent the past few weeks studying in the library every single night. As a result, I haven't really been eating properly and feel a bit under the weather. Still, I'm willing to put in the work as I want to do well in my finals next month and graduate with a good degree. Once all this is over, I hope to be able to secure a good job and my hard work will finally pay off.

#### Speaker B

I'm having a really hard time in the office at the moment

and it's been getting me down. I have a great relationship with my co-workers, but the manager is making my life impossible. Even though I try really hard, he is constantly criticising me and making me feel inadequate in my job. Just last week, he shouted at me in front of all my colleagues. To be honest, if I didn't need the money, I would definitely quit.

**Speaker C**

I really dread going to school these days. The coursework isn't the problem, but one of the boys in my class. He's always calling me names when he sees me and even takes my lunch money so that I end up having nothing to eat all day. I haven't mentioned it to anyone because I'm embarrassed that I can't defend myself. But I think if it goes on any longer, then I'm going to have to say something to one of my teachers.

**Speaker D**

Four months ago, I had a skiing accident and had to stop working. Since then, I haven't been receiving any income, so I have been forced to live off my savings. The thing is, because of all my bills, I don't have much money left in the bank. I'm really worried I may have to take out a loan just to make ends meet.

**Speaker E**

I feel like I'm always on the go. Don't get me wrong, I love being active, but at the moment I have too much on my plate. Every day after school, I do a variety of extra-curricular activities and don't get home until quite late. Recently, I've even been falling behind in my studies. I think next term, I'm going to sign up for fewer sports and concentrate on my schoolwork instead.

➤ **Exercise G (p. 166)**

Listen to an instructor in a fitness class.

Good afternoon and welcome to my Bokwa fitness class. I'm sure all of you are excited to try this new dance workout. Please remember to sign in at the beginning of a class. We will always start off with some stretching and then work our way towards some more intense exercises. There is plenty of water available at the fountains at the back of the room so take drinking breaks as often as you need to throughout the class. The dance steps we do in the workout are based on the shapes of letters and numbers, but there is no set routine making it very easy to do. As long as you push yourself throughout the workout, you will receive maximum fitness benefits. Remember to enjoy yourself and try to dance to the beat of the music. Now, everyone please take one of these sheets of paper. It explains the basic steps we will be doing in class. Some of you have asked about class times. They are posted at the entrance of the studio as well as tips on proper nutrition since most of you have expressed a desire to lose weight as well. While these dance steps are simple, the music creates a lively atmosphere that will encourage you to stay active.

And the best thing about the class is that you'll really tone up your body while having a great time. A class will fly by before you even realise it! So shall we begin?

**Revision 4**

➤ **Exercise E (p. 169)**

**Dialogue A**

**A:** So, did you always have creative ambitions?

**B:** No not really! I was intrigued by all this stuff that people were throwing out. I started arranging them as a sort of joke, really. Then I got a phone call from a gallery owner who'd seen my sculptures and wanted to put them in an exhibition!

**A:** How did he get your phone number?

**B:** That's what I wondered! Turns out one of my friends gave it to him.

**Dialogue B**

**A:** Now, this next piece is rather remarkable. It's all made from natural materials, like leaves and twigs. The artist, Andy Galsworthy, accepts that his work will decay, but he believes that this is part of the artistic process.

**B:** If you don't mind me asking – how does he make any money? Because people won't buy the sculptures if they won't last!

**A:** He gets commissions for parks and public spaces, and also photographs of the pieces sell well.

**Dialogue C**

**A:** Hello, yes. I spoke to a lady yesterday about getting some tickets for the exhibition. She said it wouldn't be a problem. But then I heard that is was going to be very popular.

**B:** Yes, we have had a surge in demand. So perhaps you should book a ticket.

**A:** Very well. I'd like two for Saturday, please.

**Dialogue D**

**A:** Yes, that's right, Adam. We're live outside the gallery and you can see the queues stretching behind me. It's the first time these works by Raphael have come to the UK, and it's not a surprise there's so much interest.

**B:** Do you think there's any chance of getting tickets?

**A:** If you're prepared to wait for an hour or two in the queue!

**B:** Thanks, Mary. Now, back to the studio ...

**Dialogue E**

**A:** Of course, artists throughout history have used new techniques and new technologies. Remember that perspective was once radical and innovative! So lasers and mirrors are only continuing this tradition of scientists and mathematicians working with artists.

**B:** Even so, it's extraordinary to see these objects just floating in the air.

**A:** Yes. Holography is exciting, but ultimately, I'm just here to help the artist. He or she has to think of

something meaningful to display using the method. It was the same hundreds of years ago, with perspective!

### Revision 5

#### ➤ Exercise F (p. 172)

**DJ:** Now, if you are a parent and want to enrich your child's learning, you will be interested to hear what my next guest has to say. Alex Dirkham is with me today to talk about his Young Inventors Programme. Thank you for joining us Alex.

**Alex:** You're welcome.

**DJ:** Alex, you designed your Young Inventors Programme to be incorporated into schools as part of their science curriculum. However, from what I understand you are not a teacher or educator, but an engineer. So what is your interest in science in schools?

**Alex:** Yes, it's true I am an engineer but science and problem solving are important parts of my job. When I heard other parents complaining about the science classes at our school, I didn't take much notice until I saw that my daughter was not interested in science at all. She and her friends didn't want to go to their school's science fair. That's when I thought, what's wrong with the science programme in our schools?

**DJ:** And what was wrong with it?

**Alex:** Well, it wasn't that the students didn't do experiments to find solutions to problems, but the way that everything was presented. It was just dull and tedious. You see, as well as being challenging, the material must also be presented in the right way so that students find it stimulating and want to learn.

**DJ:** Okay. So what is your programme all about?

**Alex:** In my programme students are given interesting and often unusual problems to solve. What distinguishes it from the usual problem solving is that students are encouraged to break down a complex problem into smaller parts so they can understand it better. Rather than providing instructions, teachers encourage students to find their own solutions through experimentation.

**DJ:** Do they work in groups?

**Alex:** Yes; teamwork is an important part of the learning process. It allows students to share ideas and find creative solutions to problems. By working together, students are encouraged to find answers for themselves. Teachers simply oversee and encourage the students without interfering. Mistakes and failures are part of the process.

**DJ:** Are you saying it's okay for students to fail at solving a problem?

**Alex:** Yes of course, as long as they don't give up. By failing, students are taught what works and what doesn't. It's an excellent teaching aid that helps students become stronger by improving their scientific knowledge of the world around them.

**DJ:** You have also created an inventors' camp. What is that?

**Alex:** It's basically an intensive week-long programme that is held during the summer. Our aim is to encourage

students to explore the scientific world through inventive thinking. Initially, most of our students were children who already had a talent for science, but over the years we have seen a number of students who just want to try something different. There are no formal tests or grading, so it's a very relaxed learning environment.

**DJ:** Well, the programme has been received well with an overall high rating from both parents and schools but most of all from the students themselves. How does that feel?

**Alex:** I'm thrilled to see that kids are becoming enthusiastic about science and discovery through the programme. This programme covers a variety of topics that encourage kids to work together to solve problems. What kid doesn't love to be creative and see their ideas become part of a solution? For them, it's very satisfying and pushes them to discover more.

**DJ:** So true. I wish you, Alex, continued success with the programme and camp. Thank you for taking the time today to tell us about it.

**Alex:** You're very welcome. It was my pleasure.

### Revision 6

#### ➤ Exercise E (p. 175)

**Millie:** I haven't managed to come up with any ideas for our class trip. Have you had any?

**Phoebe:** Actually, I have! I am going to suggest we go to the Black Country Living Museum.

**Millie:** The Black Country? Where's that? I don't think we can go abroad, Phoebe!

**Phoebe:** Don't worry – it's in England! It's an area around the city of Birmingham, in the Midlands. Around the 1850s, it became one of the world's first industrial landscapes. It was very polluted, with so much smoke from the factories that it darkened the sky and blackened the land.

**Millie:** That doesn't sound very nice! Do you really want us to go there on our day out?

**Phoebe:** It's not like that anymore! But it was part of British history for many years and many products made there have been part of the country – particularly those of iron and ceramics. The massive anchor of the Titanic was made in Dudley, which is where the Living Museum is located.

**Phoebe:** You said that before – what do you mean by a 'living' museum?

**Millie:** Well, it's not like a building you go in and look at exhibits behind glass. This museum is more like a real town, with streets and shops and all the staff in costumes. You walk around, feeling like you are actually in the past.

**Phoebe:** Wow. Did they build all these buildings and streets from scratch?

**Millie:** Not entirely. A lot of them are old buildings, but they were moved to the new site. There's also a tram that takes you to see a coal mine. It was coal that powered all factories.

**Phoebe:** What else is there to do?

**Millie:** Well, there are young inventor workshops. Students can learn to invent machines, just like the engineers in the Black Country. There are also classes in making ceramics, jewellery and needlework.

**Phoebe:** Hmm. I'm still not convinced. It all sounds a bit boring.

**Millie:** Very well ... though maybe the name 'Peaky Blinders' means something to you?

**Phoebe:** Oh yes – the TV series about gangsters in the 1920s? That was great! Why do you mention that?

**Millie:** Well, it's set in the same area and time, and some scenes were filmed in the streets and houses of the museum. I think the Museum has special 'Peaky Blinders' days for fans of the series ...

**Phoebe:** Ah, you should have said. In that case, we should definitely go there!

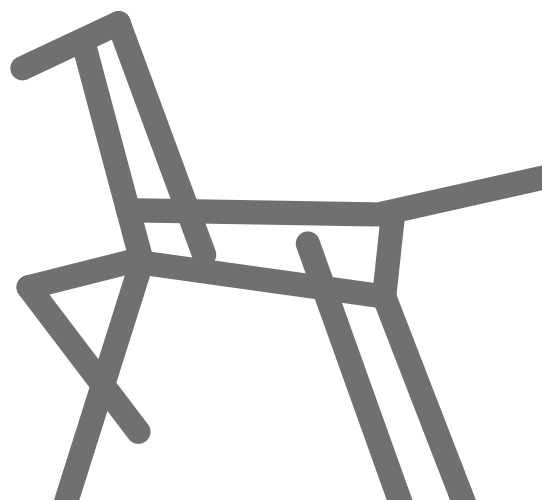
ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ  
НАУЧНОЕ УЧРЕЖДЕНИЕ «ИНСТИТУТ ИЗУЧЕНИЯ  
ДЕТСТВА, СЕМЬИ И ВОСПИТАНИЯ РОССИЙСКОЙ  
АКАДЕМИИ ОБРАЗОВАНИЯ»

ШКОЛА

**ОДОБРЕНА**  
решением федерального  
учебно-методического  
объединения по общему  
образованию  
(протокол от 23 июня 2022 г.  
№ 3/22)

# ПРИМЕРНАЯ РАБОЧАЯ ПРОГРАММА ВОСПИТАНИЯ ДЛЯ ОБЩЕОБРАЗОВАТЕЛЬНЫХ ОРГАНИЗАЦИЙ

ИНСТИТУТ ВОСПИТАНИЯ РАО



## ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Примерная рабочая программа воспитания для общеобразовательных организаций (далее — Программа) служит основой для разработки рабочей программы воспитания основной образовательной программы общеобразовательной организации.

Программа разработана с учетом Федерального закона от 29.12.2012 № 273 ФЗ «Об образовании в Российской Федерации», Стратегии развития воспитания в Российской Федерации на период до 2025 года (Распоряжение Правительства Российской Федерации от 29.05.2015 № 996-р) и Плана мероприятий по ее реализации в 2021–2025 гг. (Распоряжение Правительства Российской Федерации от 12.11.2020 № 2945-р), Стратегии национальной безопасности Российской Федерации (Указ Президента Российской Федерации от 02.07.2021 № 400), федеральных государственных образовательных стандартов (далее — ФГОС) начального общего образования (Приказ Минпросвещения России от 31.05.2021 № 286), основного общего образования (Приказ Минпросвещения России от 31.05.2021 № 287), среднего общего образования (Приказ Минобрнауки России от 17.05.2012 № 413).

Программа основывается на единстве и преемственности образовательного процесса всех уровней общего образования, соотносится с примерными рабочими программами воспитания для организаций дошкольного и среднего профессионального образования.

Рабочая программа воспитания предназначена для планирования и организации системной воспитательной деятельности; разрабатывается и утверждается с участием коллегиальных органов управления общеобразовательной организацией (в том числе советов обучающихся), советов родителей (законных представителей); реализуется в единстве урочной и внеурочной деятельности, осуществляемой совместно с семьей и другими участниками образовательных отношений, социальными институтами воспитания; предусматривает приобщение обучающихся к российским традиционным духовным ценностям, включая ценности своей этнической группы, правилам и нормам поведения, принятым в российском обществе на основе российских базовых конституционных норм и ценностей, историческое просвещение, формирование российской культурной и гражданской идентичности обучающихся.

Программа включает три раздела: целевой, содержательный, организационный.

Приложение — примерный календарный план воспитательной работы.

При разработке или обновлении рабочей программы воспитания ее содержание, за исключением целевого раздела, может изменяться

в соответствии с особенностями общеобразовательной организации: организационно-правовой формой, контингентом обучающихся и их родителей (законных представителей), направленностью образовательной программы, в том числе предусматривающей углубленное изучение отдельных учебных предметов, учитывающей этнокультурные интересы, особые образовательные потребности обучающихся.

Пояснительная записка не является частью рабочей программы воспитания в общеобразовательной организации.

Курсивным шрифтом в тексте Программы выделены пояснения для разработчиков рабочей программы воспитания в общеобразовательной организации.

## **РАЗДЕЛ 1. ЦЕЛЕВОЙ**

Участниками образовательных отношений являются педагогические и другие работники общеобразовательной организации, обучающиеся, их родители (законные представители), представители иных организаций, участвующие в реализации образовательного процесса в соответствии с законодательством Российской Федерации, локальными актами общеобразовательной организации. Родители (законные представители) несовершеннолетних обучающихся имеют преимущественное право на воспитание своих детей. Содержание воспитания обучающихся в общеобразовательной организации определяется содержанием российских базовых (гражданских, национальных) норм и ценностей, которые закреплены в Конституции Российской Федерации. Эти ценности и нормы определяют инвариантное содержание воспитания обучающихся. Вариативный компонент содержания воспитания обучающихся включает духовно-нравственные ценности культуры, традиционных религий народов России.

Воспитательная деятельность в общеобразовательной организации планируется и осуществляется в соответствии с приоритетами государственной политики в сфере воспитания, установленными в Стратегии развития воспитания в Российской Федерации на период до 2025 года (Распоряжение Правительства Российской Федерации от 29.05.2015 № 996-р). Приоритетной задачей Российской Федерации в сфере воспитания детей является развитие высоконравственной личности, разделяющей российские традиционные духовные ценности, обладающей актуальными знаниями и умениями, способной реализовать свой потенциал в условиях современного общества, готовой к мирному созиданию и защите Родины.



## 1.1. Цель и задачи воспитания обучающихся

Современный российский национальный воспитательный идеал — высоконравственный, творческий, компетентный гражданин России, принимающий судьбу Отечества как свою личную, осознающий ответственность за настоящее и будущее страны, укорененный в духовных и культурных традициях многонационального народа Российской Федерации.

В соответствии с этим идеалом и нормативными правовыми актами Российской Федерации в сфере образования **цель воспитания** обучающихся в общеобразовательной организации: развитие личности, создание условий для самоопределения и социализации на основе социокультурных, духовно-нравственных ценностей и принятых в российском обществе правил и норм поведения в интересах человека, семьи, общества и государства, формирование у обучающихся чувства патриотизма, гражданственности, уважения к памяти защитников Отечества и подвигам Героев Отечества, закону и правопорядку, человеку труда и старшему поколению, взаимного уважения, бережного отношения к культурному наследию и традициям многонационального народа Российской Федерации, природе и окружающей среде.

**Задачи воспитания** обучающихся в общеобразовательной организации: усвоение ими знаний норм, духовно-нравственных ценностей, традиций, которые выработало российское общество (социально значимых знаний); формирование и развитие личностных отношений к этим нормам, ценностям, традициям (их освоение, принятие); приобретение соответствующего этим нормам, ценностям, традициям социокультурного опыта поведения, общения, межличностных и социальных отношений, применения полученных знаний; достижение личностных результатов освоения общеобразовательных программ в соответствии с ФГОС. Личностные результаты освоения обучающимися общеобразовательных программ включают осознание российской гражданской идентичности, сформированность ценностей самостоятельности и инициативы, готовность обучающихся к саморазвитию, самостоятельности и личностному самоопределению, наличие мотивации к целенаправленной социально значимой деятельности, сформированность внутренней позиции личности как особого ценностного отношения к себе, окружающим людям и жизни в целом.

Воспитательная деятельность в общеобразовательной организации планируется и осуществляется на основе аксиологического, антропологического, культурно-исторического, системно-деятельностного, личностно ориентированного подходов и с учетом принципов воспитания: гуманистической направленности воспитания, совместной деятельности детей и взрослых, следования нравственному примеру, безопасной жизнедеятельности, инклюзивности, возрастосообразности.

## 1.2. Направления воспитания

Программа реализуется в единстве учебной и воспитательной деятельности общеобразовательной организации по основным направлениям воспитания в соответствии с ФГОС:

- **гражданское воспитание** — формирование российской гражданской идентичности, принадлежности к общности граждан Российской Федерации, к народу России как источнику власти в Российском государстве и субъекту тысячелетней российской государственности, уважения к правам, свободам и обязанностям гражданина России, правовой и политической культуры;
- **патриотическое воспитание** — воспитание любви к родному краю, Родине, своему народу, уважения к другим народам России; историческое просвещение, формирование российского национального исторического сознания, российской культурной идентичности;
- **духовно-нравственное воспитание** — воспитание на основе духовно-нравственной культуры народов России, традиционных религий народов России, формирование традиционных российских семейных ценностей; воспитание честности, доброты, милосердия, справедливости, дружелюбия и взаимопомощи, уважения к старшим, к памяти предков;
- **эстетическое воспитание** — формирование эстетической культуры на основе российских традиционных духовных ценностей, приобщение к лучшим образцам отечественного и мирового искусства;
- **физическое воспитание, формирование культуры здорового образа жизни и эмоционального благополучия** — развитие физических способностей с учетом возможностей и состояния здоровья, навыков безопасного поведения в природной и социальной среде, чрезвычайных ситуациях;
- **трудовое воспитание** — воспитание уважения к труду, трудящимся, результатам труда (своего и других людей), ориентация на трудовую деятельность, получение профессии, личностное самовыражение в продуктивном, нравственно достойном труде в российском обществе, на достижение выдающихся результатов в профессиональной деятельности;
- **экологическое воспитание** — формирование экологической культуры, ответственного, бережного отношения к природе, окружающей среде на основе российских традиционных духовных ценностей, навыков охраны, защиты, восстановления природы, окружающей среды;
- **ценности научного познания** — воспитание стремления к познанию себя и других людей, природы и общества, к получению зна-

ний, качественного образования с учетом личностных интересов и общественных потребностей.

### 1.3. Целевые ориентиры результатов воспитания

*Требования к личностным результатам освоения обучающимися образовательных программ начального общего, основного общего, среднего общего образования установлены в соответствующих ФГОС.*

*На основании этих требований в данном разделе представлены целевые ориентиры результатов в воспитании, развитии личности обучающихся, на достижение которых должна быть направлена деятельность педагогического коллектива для выполнения требований ФГОС.*

*Целевые ориентиры определены в соответствии с инвариантным содержанием воспитания обучающихся на основе российских базовых (гражданских, конституционных) ценностей, обеспечивают единство воспитания, воспитательного пространства.*

*Целевые ориентиры результатов воспитания сформулированы на уровнях начального общего, основного общего, среднего общего образования по направлениям воспитания в соответствии с ФГОС.*

#### Целевые ориентиры результатов воспитания на уровне начального общего образования.

Целевые ориентиры
<b>Гражданско-патриотическое воспитание</b>
Знающий и любящий свою малую родину, свой край, имеющий представление о Родине — России, ее территории, расположении. Сознающий принадлежность к своему народу и к общности граждан России, проявляющий уважение к своему и другим народам. Понимающий свою сопричастность к прошлому, настоящему и будущему родного края, своей Родины — России, Российского государства. Понимающий значение гражданских символов (государственная символика России, своего региона), праздников, мест почитания героев и защитников Отечества, проявляющий к ним уважение. Имеющий первоначальные представления о правах и ответственности человека в обществе, гражданских правах и обязанностях. Принимающий участие в жизни класса, общеобразовательной организации, в доступной по возрасту социально значимой деятельности.
<b>Духовно-нравственное воспитание</b>
Уважающий духовно-нравственную культуру своей семьи, своего народа, семейные ценности с учетом национальной, религиозной принадлежности. Сознающий ценность каждой человеческой жизни, признающий индивидуальность и достоинство каждого человека. Доброжелательный, проявляющий сопереживание, готовность оказывать помощь, выражающий неприятие поведения, причиняющего физический и моральный вред другим людям, уважающий старших. Умеющий оценивать поступки с позиции их соответствия нравственным нормам, осознающий ответственность за свои поступки. Владеющий представлениями о многообразии языкового и культурного пространства России, имеющий первоначальные навыки общения с людьми разных народов, вероисповеданий. Сознающий нравственную и эстетическую ценность литературы, родного языка, русского языка, проявляющий интерес к чтению.

<b>Эстетическое воспитание</b>
Способный воспринимать и чувствовать прекрасное в быту, природе, искусстве, творчестве людей. Проявляющий интерес и уважение к отечественной и мировой художественной культуре. Проявляющий стремление к самовыражению в разных видах художественной деятельности, искусстве.
<b>Физическое воспитание, формирование культуры здоровья и эмоционального благополучия</b>
Бережно относящийся к физическому здоровью, соблюдающий основные правила здорового и безопасного для себя и других людей образа жизни, в том числе в информационной среде. Владеющий основными навыками личной и общественной гигиены, безопасного поведения в быту, природе, обществе. Ориентированный на физическое развитие с учетом возможностей здоровья, занятия физкультурой и спортом. Сознающий и принимающий свою половую принадлежность, соответствующие ей психофизические и поведенческие особенности с учетом возраста.
<b>Трудовое воспитание</b>
Сознающий ценность труда в жизни человека, семьи, общества. Проявляющий уважение к труду, людям труда, бережное отношение к результатам труда, ответственное потребление. Проявляющий интерес к разным профессиям. Участвующий в различных видах доступного по возрасту труда, трудовой деятельности.
<b>Экологическое воспитание</b>
Понимающий ценность природы, зависимость жизни людей от природы, влияние людей на природу, окружающую среду. Проявляющий любовь и бережное отношение к природе, неприятие действий, приносящих вред природе, особенно живым существам. Выражающий готовность в своей деятельности придерживаться экологических норм.
<b>Ценности научного познания</b>
Выражающий познавательные интересы, активность, любознательность и самостоятельность в познании, интерес и уважение к научным знаниям, науке. Обладающий первоначальными представлениями о природных и социальных объектах, многообразии объектов и явлений природы, связи живой и неживой природы, о науке, научном знании. Имеющий первоначальные навыки наблюдений, систематизации и осмысления опыта в естественно-научной и гуманитарной областях знания.

## **Целевые ориентиры результатов воспитания на уровне основного общего образования.**

<b>Целевые ориентиры</b>
<b>Гражданское воспитание</b>
Знающий и принимающий свою российскую гражданскую принадлежность (идентичность) в поликультурном, многонациональном и многоконфессиональном российском обществе, в мировом сообществе. Понимающий сопричастность к прошлому, настоящему и будущему народа России, тысячелетней истории российской государственности на основе исторического просвещения, российского национального исторического сознания. Проявляющий уважение к государственным символам России, праздникам. Проявляющий готовность к выполнению обязанностей гражданина России, реализации своих гражданских прав и свобод при уважении прав и свобод, законных интересов других людей. Выражающий неприятие любой дискриминации граждан, проявлений экстремизма, терроризма, коррупции в обществе. Принимающий участие в жизни класса, общеобразовательной организации, в том числе самоуправления, ориентированный на участие в социально значимой деятельности.

<p><b>Патриотическое воспитание</b></p> <p>Сознающий свою национальную, этническую принадлежность, любящий свой народ, его традиции, культуру.</p> <p>Проявляющий уважение к историческому и культурному наследию своего и других народов России, символам, праздникам, памятникам, традициям народов, проживающих в родной стране.</p> <p>Проявляющий интерес к познанию родного языка, истории и культуры своего края, своего народа, других народов России.</p> <p>Знающий и уважающий достижения нашей Родины — России в науке, искусстве, спорте, технологиях, боевые подвиги и трудовые достижения героев и защитников Отечества в прошлом и современности.</p> <p>Принимающий участие в мероприятиях патриотической направленности.</p>
<p><b>Духовно-нравственное воспитание</b></p> <p>Знающий и уважающий духовно-нравственную культуру своего народа, ориентированный на духовные ценности и нравственные нормы народов России, российского общества в ситуациях нравственного выбора (с учетом национальной, религиозной принадлежности).</p> <p>Выражающий готовность оценивать свое поведение и поступки, поведение и поступки других людей с позиций традиционных российских духовно-нравственных ценностей и норм с учетом осознания последствий поступков.</p> <p>Выражающий неприятие антигуманных и асоциальных поступков, поведения, противоречащих традиционным в России духовно-нравственным нормам и ценностям.</p> <p>Сознающий соотношение свободы и ответственности личности в условиях индивидуального и общественного пространства, значение и ценность межнационального, межрелигиозного согласия людей, народов в России, умеющий общаться с людьми разных народов, вероисповеданий.</p> <p>Проявляющий уважение к старшим, к российским традиционным семейным ценностям, институту брака как союзу мужчины и женщины для создания семьи, рождения и воспитания детей.</p> <p>Проявляющий интерес к чтению, к родному языку, русскому языку и литературе как части духовной культуры своего народа, российского общества.</p>
<p><b>Эстетическое воспитание</b></p> <p>Выражающий понимание ценности отечественного и мирового искусства, народных традиций и народного творчества в искусстве.</p> <p>Проявляющий эмоционально-чувственную восприимчивость к разным видам искусства, традициям и творчеству своего и других народов, понимание его влияния на поведение людей.</p> <p>Сознающий роль художественной культуры как средства коммуникации и самовыражения в современном обществе, значение нравственных норм, ценностей, традиций в искусстве.</p> <p>Ориентированный на самовыражение в разных видах искусства, в художественном творчестве.</p>
<p><b>Физическое воспитание, формирование культуры здоровья и эмоционального благополучия</b></p> <p>Понимающий ценность жизни, здоровья и безопасности, значение личных усилий в сохранении здоровья, знающий и соблюдающий правила безопасности, безопасного поведения, в том числе в информационной среде.</p> <p>Выражающий установку на здоровый образ жизни (здоровое питание, соблюдение гигиенических правил, сбалансированный режим занятий и отдыха, регулярную физическую активность).</p> <p>Проявляющий неприятие вредных привычек (курения, употребления алкоголя, наркотиков, игровой и иных форм зависимостей), понимание их последствий, вреда для физического и психического здоровья.</p> <p>Умеющий осознавать физическое и эмоциональное состояние (свое и других людей), стремящийся управлять собственным эмоциональным состоянием.</p> <p>Способный адаптироваться к меняющимся социальным, информационным и природным условиям, стрессовым ситуациям.</p>
<p><b>Трудовое воспитание</b></p> <p>Уважающий труд, результаты своего труда, труда других людей.</p> <p>Проявляющий интерес к практическому изучению профессий и труда различного рода, в том числе на основе применения предметных знаний.</p> <p>Сознающий важность трудолюбия, обучения труду, накопления навыков трудовой деятельности на протяжении жизни для успешной профессиональной самореализации в российском обществе.</p> <p>Участвующий в решении практических трудовых дел, задач (в семье, общеобразовательной организации, своей местности) технологической и социальной направленности, способный инициировать, планировать и самостоятельно выполнять такого рода деятельность.</p> <p>Выражающий готовность к осознанному выбору и построению индивидуальной траектории образования и жизненных планов с учетом личных и общественных интересов, потребностей.</p>

<p><b>Экологическое воспитание</b></p> <p>Понимающий значение и глобальный характер экологических проблем, путей их решения, значение экологической культуры человека, общества.</p> <p>Сознающий свою ответственность как гражданина и потребителя в условиях взаимосвязи природной, технологической и социальной сред.</p> <p>Выражающий активное неприятие действий, приносящих вред природе.</p> <p>Ориентированный на применение знаний естественных и социальных наук для решения задач в области охраны природы, планирования своих поступков и оценки их возможных последствий для окружающей среды.</p> <p>Участвующий в практической деятельности экологической, природоохранной направленности.</p>
<p><b>Ценности научного познания</b></p> <p>Выражающий познавательные интересы в разных предметных областях с учетом индивидуальных интересов, способностей, достижений.</p> <p>Ориентированный в деятельности на систему научных представлений о закономерностях развития человека, природы и общества, взаимосвязях человека с природной и социальной средой.</p> <p>Развивающий навыки использования различных средств познания, накопления знаний о мире (языковая, читательская культура, деятельность в информационной, цифровой среде).</p> <p>Демонстрирующий навыки наблюдений, накопления фактов, осмысления опыта в естественно-научной и гуманитарной областях познания, исследовательской деятельности.</p>

## **Целевые ориентиры результатов воспитания на уровне среднего общего образования.**

<b>Целевые ориентиры</b>
<p><b>Гражданское воспитание</b></p> <p>Осознанно выражающий свою российскую гражданскую принадлежность (идентичность) в поликультурном, многонациональном и многоконфессиональном российском обществе, в мировом сообществе.</p> <p>Сознающий свое единство с народом России как источником власти и субъектом тысячелетней российской государственности, с Российским государством, ответственность за его развитие в настоящем и будущем на основе исторического просвещения, сформированного российского национального исторического сознания.</p> <p>Проявляющий готовность к защите Родины, способный аргументированно отстаивать суверенитет и достоинство народа России и Российского государства, сохранять и защищать историческую правду.</p> <p>Ориентированный на активное гражданское участие на основе уважения закона и правопорядка, прав и свобод сограждан.</p> <p>Осознанно и деятельно выражающий неприятие любой дискриминации по социальным, национальным, расовым, религиозным признакам, проявлений экстремизма, терроризма, коррупции, антигосударственной деятельности.</p> <p>Обладающий опытом гражданской социально значимой деятельности (в ученическом самоуправлении, волонтерском движении, экологических, военно-патриотических и других объединениях, акциях, программах).</p>
<p><b>Патриотическое воспитание</b></p> <p>Выражающий свою национальную, этническую принадлежность, приверженность к родной культуре, любовь к своему народу.</p> <p>Сознающий причастность к многонациональному народу Российской Федерации, Российскому Отечеству, российскую культурную идентичность.</p> <p>Проявляющий деятельное ценностное отношение к историческому и культурному наследию своего и других народов России, традициям, праздникам, памятникам народов, проживающих в родной стране — России.</p> <p>Проявляющий уважение к соотечественникам, проживающим за рубежом, поддерживающий их права, защиту их интересов в сохранении российской культурной идентичности.</p>

<p><b>Духовно-нравственное воспитание</b></p> <p>Проявляющий приверженность традиционным духовно-нравственным ценностям, культуре народов России с учетом мировоззренческого, национального, конфессионального самоопределения.</p> <p>Действующий и оценивающий свое поведение и поступки, поведение и поступки других людей с позиций традиционных российских духовно-нравственных ценностей и норм с осознанием последствий поступков, деятельно выражающий неприятие антигуманных и асоциальных поступков, поведения, противоречащих этим ценностям.</p> <p>Проявляющий уважение к жизни и достоинству каждого человека, свободе мировоззренческого выбора и самоопределения, к представителям различных этнических групп, религий народов России, их национальному достоинству и религиозным чувствам с учетом соблюдения конституционных прав и свобод всех граждан.</p> <p>Понимающий и деятельно выражающий ценность межрелигиозного, межнационального согласия людей, народов в России, способный вести диалог с людьми разных национальностей, религиозной принадлежности, находить общие цели и сотрудничать для их достижения.</p> <p>Ориентированный на создание устойчивой семьи на основе российских традиционных семейных ценностей; понимании брака как союза мужчины и женщины для создания семьи, рождения и воспитания в семье детей; неприятия насилия в семье, ухода от родительской ответственности.</p> <p>Обладающий сформированными представлениями о ценности и значении в отечественной и мировой культуре языков и литературы народов России, демонстрирующий устойчивый интерес к чтению как средству познания отечественной и мировой духовной культуры.</p>
<p><b>Эстетическое воспитание</b></p> <p>Выражающий понимание ценности отечественного и мирового искусства, российского и мирового художественного наследия.</p> <p>Проявляющий восприимчивость к разным видам искусства, понимание эмоционального воздействия искусства, его влияния на поведение людей, умеющий критически оценивать это влияние.</p> <p>Проявляющий понимание художественной культуры как средства коммуникации и самовыражения в современном обществе, значение нравственных норм, ценностей, традиций в искусстве.</p> <p>Ориентированный на осознанное творческое самовыражение, реализацию творческих способностей в разных видах искусства с учетом российских традиционных духовных и нравственных ценностей, на эстетическое обустройство собственного быта.</p>
<p><b>Физическое воспитание, формирование культуры здоровья и эмоционального благополучия</b></p> <p>Понимающий и выражающий в практической деятельности ценность жизни, здоровья и безопасности, значение личных усилий в сохранении и укреплении своего здоровья и здоровья других людей.</p> <p>Соблюдающий правила личной и общественной безопасности, в том числе безопасного поведения в информационной среде.</p> <p>Выражающий на практике установку на здоровый образ жизни (здоровое питание, соблюдение гигиены, режим занятий и отдыха, физическую активность), стремление к физическому совершенствованию, соблюдающий и пропагандирующий безопасный и здоровый образ жизни.</p> <p>Проявляющий сознательное и обоснованное неприятие вредных привычек (курения, употребления алкоголя, наркотиков, любых форм зависимостей), деструктивного поведения в обществе и цифровой среде, понимание их вреда для физического и психического здоровья.</p> <p>Демонстрирующий навыки рефлексии своего состояния (физического, эмоционального, психологического), состояния других людей с точки зрения безопасности, сознательного управления своим эмоциональным состоянием, развивающий способности адаптироваться к стрессовым ситуациям в общении, в разных коллективах, к меняющимся условиям (социальным, информационным, природным).</p>
<p><b>Трудовое воспитание</b></p> <p>Уважающий труд, результаты труда, трудовые и профессиональные достижения своих земляков, их вклад в развитие своего поселения, края, страны, трудовые достижения российского народа.</p> <p>Проявляющий способность к творческому созидательному социально значимому труду в доступных по возрасту социально-трудовых ролях, в том числе предпринимательской деятельности в условиях самозанятости или наемного труда.</p> <p>Участвующий в социально значимой трудовой деятельности разного вида в семье, общеобразовательной организации, своей местности, в том числе оплачиваемом труде в каникулярные периоды, с учетом соблюдения законодательства.</p> <p>Выражающий осознанную готовность к получению профессионального образования, к непрерывному образованию в течение жизни как условию успешной профессиональной и общественной деятельности.</p> <p>Понимающий специфику трудовой деятельности, регулирования трудовых отношений, самообразования и профессиональной самоподготовки в информационном высокотехнологическом обществе, готовый учиться и трудиться в современном обществе.</p> <p>Ориентированный на осознанный выбор сферы профессиональной трудовой деятельности в российском обществе с учетом личных жизненных планов, потребностей своей семьи, общества.</p>

<p><b>Экологическое воспитание</b></p> <p>Демонстрирующий в поведении сформированность экологической культуры на основе понимания влияния социально-экономических процессов на природу, в том числе на глобальном уровне, ответственность за действия в природной среде.</p> <p>Выражающий деятельное неприятие действий, приносящих вред природе.</p> <p>Применяющий знания естественных и социальных наук для разумного, бережливого природопользования в быту, общественном пространстве.</p> <p>Имеющий и развивающий опыт экологически направленной, природоохранной, ресурсосберегающей деятельности, участвующий в его приобретении другими людьми.</p>
<p><b>Ценности научного познания</b></p> <p>Деятельно выражающий познавательные интересы в разных предметных областях с учетом своих интересов, способностей, достижений.</p> <p>Обладающий представлением о современной научной картине мира, достижениях науки и техники, аргументированно выражающий понимание значения науки в жизни российского общества, обеспечении его безопасности, гуманитарном, социально-экономическом развитии России.</p> <p>Демонстрирующий навыки критического мышления, определения достоверной научной информации и критики антинаучных представлений.</p> <p>Развивающий и применяющий навыки наблюдения, накопления и систематизации фактов, осмысления опыта в естественно-научной и гуманитарной областях познания, исследовательской деятельности.</p>

## **РАЗДЕЛ 2. СОДЕРЖАТЕЛЬНЫЙ**

### **2.1. Уклад общеобразовательной организации**

*В данном разделе раскрываются особенности уклада общеобразовательной организации.*

*Уклад задает порядок жизни общеобразовательной организации и аккумулирует ключевые характеристики, определяющие особенности воспитательного процесса. Уклад общеобразовательной организации удерживает ценности, принципы, нравственную культуру взаимоотношений, традиции воспитания, в основе которых лежат российские базовые ценности, определяет условия и средства воспитания, отражающие самобытный облик общеобразовательной организации и ее репутацию в окружающем образовательном пространстве, социуме.*

*Ниже приведен примерный перечень ряда основных и дополнительных характеристик, значимых для описания уклада, особенностей условий воспитания в общеобразовательной организации.*

*Основные характеристики (целесообразно учитывать в описании):*

- основные вехи истории общеобразовательной организации, выдающиеся события, деятели в ее истории;
- «миссия» общеобразовательной организации в самосознании ее педагогического коллектива;
- наиболее значимые традиционные дела, события, мероприятия в общеобразовательной организации, составляющие основу воспитательной системы;
- традиции и ритуалы, символика, особые нормы этикета в общеобразовательной организации;



- социальные партнеры общеобразовательной организации, их роль, возможности в развитии, совершенствовании условий воспитания, воспитательной деятельности;
- значимые для воспитания проекты и программы, в которых общеобразовательная организация уже участвует или планирует участвовать (федеральные, региональные, муниципальные, международные, сетевые и др.), включенные в систему воспитательной деятельности;
- реализуемые инновационные, перспективные воспитательные практики, определяющие «уникальность» общеобразовательной организации; результаты их реализации, трансляции в системе образования;
- наличие проблемных зон, дефицитов, препятствий достижению эффективных результатов в воспитательной деятельности и решения этих проблем, отсутствующие или недостаточно выраженные в массовой практике.

*Дополнительные характеристики (могут учитываться в описании):*

- особенности местоположения и социокультурного окружения общеобразовательной организации, историко-культурная, этнокультурная, конфессиональная специфика населения местности, включенность в историко-культурный контекст территории;
- контингент обучающихся, их семей, его социально-культурные, этнокультурные, конфессиональные и иные особенности, состав (стабильный или нет), наличие и состав обучающихся с особыми образовательными потребностями, с ОВЗ, находящихся в трудной жизненной ситуации и др.;
- организационно-правовая форма общеобразовательной организации, наличие разных уровней общего образования, направленность образовательных программ, в том числе наличие образовательных программ с углубленным изучением учебных предметов;
- режим деятельности общеобразовательной организации, в том числе характеристики по решению участников образовательных отношений (форма обучающихся, организация питания и т. п.);
- наличие вариативных учебных курсов, практик гражданской, духовно-нравственной, социокультурной, экологической и т. д. воспитательной направленности, в том числе включенных в учебные планы по решению участников образовательных отношений, авторских курсов, программ воспитательной направленности, самостоятельно разработанных и реализуемых педагогами общеобразовательной организации.

## **2.2. Виды, формы и содержание воспитательной деятельности**

*Виды, формы и содержание воспитательной деятельности в этом разделе планируются, представляются по модулям. Здесь модуль — часть рабочей программы воспитания, в которой описываются виды, формы и содержание воспитательной работы в учебном году в рамках определенного направления деятельности в общеобразовательной организации. Каждый из модулей обладает воспитательным потенциалом с особыми условиями, средствами, возможностями воспитания (урочная деятельность, внеурочная деятельность, взаимодействие с родителями и др.).*

*В Программе представлены примерные описания воспитательной работы в рамках основных (инвариантных) модулей, согласно правовым условиям реализации общеобразовательных программ (урочная деятельность, внеурочная деятельность и т. д.). Раздел можно дополнить описанием дополнительных (вариативных) модулей, если такая деятельность реализуется в общеобразовательной организации (дополнительное образование, детские общественные объединения, школьные медиа, школьный музей, добровольческая деятельность (волонтерство), школьные спортивные клубы, школьные театры, наставничество), а также описанием иных модулей, разработанных в самой общеобразовательной организации.*

*Последовательность описания модулей является примерной, в рабочей программе воспитания общеобразовательной организации их можно расположить в последовательности, соответствующей значимости в воспитательной деятельности общеобразовательной организации по самооценке педагогического коллектива.*

### **Урочная деятельность**

*Реализация воспитательного потенциала уроков (урочной деятельности, аудиторных занятий в рамках максимально допустимой учебной нагрузки) может предусматривать (указываются конкретные позиции, имеющиеся в общеобразовательной организации или запланированные):*

- максимальное использование воспитательных возможностей содержания учебных предметов для формирования у обучающихся российских традиционных духовно-нравственных и социокультурных ценностей, российского исторического сознания на основе исторического просвещения; подбор соответствующего содержания уроков, заданий, вспомогательных материалов, проблемных ситуаций для обсуждений;
- включение учителями в рабочие программы по учебным предметам, курсам, модулям целевых ориентиров результатов воспита-

ния, их учет в определении воспитательных задач уроков, занятий;

- включение учителями в рабочие программы учебных предметов, курсов, модулей тематики в соответствии с календарным планом воспитательной работы;
- выбор методов, методик, технологий, оказывающих воспитательное воздействие на личность в соответствии с воспитательным идеалом, целью и задачами воспитания, целевыми ориентирами результатов воспитания; реализация приоритета воспитания в учебной деятельности;
- привлечение внимания обучающихся к ценностному аспекту изучаемых на уроках предметов, явлений и событий, инициирование обсуждений, высказываний своего мнения, выработки своего личностного отношения к изучаемым событиям, явлениям, лицам;
- применение интерактивных форм учебной работы: интеллектуальных, стимулирующих познавательную мотивацию; игровых методик, дискуссий, дающих возможность приобрести опыт ведения конструктивного диалога; групповой работы, которая учит строить отношения и действовать в команде, способствует развитию критического мышления;
- побуждение обучающихся соблюдать нормы поведения, правила общения со сверстниками и педагогами, соответствующие укладу общеобразовательной организации, установление и поддержка доброжелательной атмосферы;
- организация шефства мотивированных и эрудированных обучающихся над неуспевающими одноклассниками, в том числе с особыми образовательными потребностями, дающего обучающимся социально значимый опыт сотрудничества и взаимной помощи;
- инициирование и поддержку исследовательской деятельности обучающихся, планирование и выполнение индивидуальных и групповых проектов воспитательной направленности.

### **Внеурочная деятельность**

*Реализация воспитательного потенциала внеурочной деятельности в целях обеспечения индивидуальных потребностей обучающихся осуществляется в рамках выбранных ими курсов, занятий (указываются конкретные курсы, занятия, другие формы работы в рамках внеурочной деятельности, реализуемые в общеобразовательной организации или запланированные):*

- курсы, занятия исторического просвещения, патриотической, гражданско-патриотической, военно-патриотической, краеведческой, историко-культурной направленности;
- курсы, занятия духовно-нравственной направленности по религиозным культурам народов России, основам духовно-нравственной культуры народов России, духовно-историческому краеведению;
- курсы, занятия познавательной, научной, исследовательской, просветительской направленности;
- курсы, занятия экологической, природоохранной направленности;
- курсы, занятия в области искусств, художественного творчества разных видов и жанров;
- курсы, занятия туристско-краеведческой направленности;
- курсы, занятия оздоровительной и спортивной направленности.

### **Классное руководство**

*Реализация воспитательного потенциала классного руководства как особого вида педагогической деятельности, направленной, в первую очередь, на решение задач воспитания и социализации обучающихся, может предусматривать (указываются конкретные позиции, имеющиеся в общеобразовательной организации или запланированные):*

- планирование и проведение классных часов целевой воспитательной, тематической направленности;
- инициирование и поддержку классными руководителями участия класса в общешкольных делах, мероприятиях, оказание необходимой помощи обучающимся в их подготовке, проведении и анализе;
- организацию интересных и полезных для личностного развития обучающихся совместных дел, позволяющих вовлекать в них обучающихся с разными потребностями, способностями, давать возможности для самореализации, устанавливать и укреплять доверительные отношения, стать для них значимым взрослым, задающим образцы поведения;
- сплочение коллектива класса через игры и тренинги на командообразование, внеучебные и внешкольные мероприятия, походы, экскурсии, празднования дней рождения обучающихся, классные вечера;
- выработку совместно с обучающимися правил поведения класса, участие в выработке таких правил поведения в общеобразовательной организации;

- изучение особенностей личностного развития обучающихся путем наблюдения за их поведением, в специально создаваемых педагогических ситуациях, в играх, беседах по нравственным проблемам; результаты наблюдения сверяются с результатами бесед с родителями, учителями, а также (при необходимости) со школьным психологом;
- доверительное общение и поддержку обучающихся в решении проблем (налаживание взаимоотношений с одноклассниками или педагогами, успеваемость и т. д.), совместный поиск решений проблем, коррекцию поведения обучающихся через частные беседы индивидуально и вместе с их родителями, с другими обучающимися класса;
- индивидуальную работу с обучающимися класса по ведению личных портфолио, в которых они фиксируют свои учебные, творческие, спортивные, личностные достижения;
- регулярные консультации с учителями-предметниками, направленные на формирование единства требований по вопросам воспитания и обучения, предупреждение и/или разрешение конфликтов между учителями и обучающимися;
- проведение мини-педсоветов для решения конкретных проблем класса, интеграции воспитательных влияний педагогов на обучающихся; привлечение учителей-предметников к участию в классных делах, дающих им возможность лучше узнавать и понимать обучающихся, общаясь и наблюдая их во внеучебной обстановке, участвовать в родительских собраниях класса;
- организацию и проведение регулярных родительских собраний, информирование родителей об успехах и проблемах обучающихся, их положении в классе, жизни класса в целом, помощь родителям и иным членам семьи в отношениях с учителями, администрацией;
- создание и организацию работы родительского комитета класса, участвующего в решении вопросов воспитания и обучения в классе, общеобразовательной организации;
- привлечение родителей (законных представителей), членов семей обучающихся к организации и проведению воспитательных дел, мероприятий в классе и общеобразовательной организации;
- проведение в классе праздников, конкурсов, соревнований и т. п.

### **Основные школьные дела**

*Реализация воспитательного потенциала основных школьных дел может предусматривать (указываются конкретные позиции, имеющиеся в общеобразовательной организации или запланированные):*

- общешкольные праздники, ежегодные творческие (театрализованные, музыкальные, литературные и т. п.) мероприятия, связанные с общероссийскими, региональными праздниками, памятными датами, в которых участвуют все классы;
- участие во всероссийских акциях, посвященных значимым событиям в России, мире;
- торжественные мероприятия, связанные с завершением образования, переходом на следующий уровень образования, символизирующие приобретение новых социальных статусов в общеобразовательной организации, обществе;
- церемонии награждения (по итогам учебного периода, года) обучающихся и педагогов за участие в жизни общеобразовательной организации, достижения в конкурсах, соревнованиях, олимпиадах, вклад в развитие общеобразовательной организации, своей местности;
- социальные проекты в общеобразовательной организации, совместно разрабатываемые и реализуемые обучающимися и педагогами, в том числе с участием социальных партнеров, комплексы дел благотворительной, экологической, патриотической, трудовой и др. направленности;
- проводимые для жителей поселения, своей местности и организуемые совместно с семьями обучающихся праздники, фестивали, представления в связи с памятными датами, значимыми событиями для жителей поселения;
- разновозрастные сборы, многодневные выездные события, включающие в себя комплекс коллективных творческих дел гражданской, патриотической, историко-краеведческой, экологической, трудовой, спортивно-оздоровительной и другой направленности;
- вовлечение по возможности каждого обучающегося в школьные дела в разных ролях (сценаристов, постановщиков, исполнителей, корреспондентов, ведущих, декораторов, музыкальных редакторов, ответственных за костюмы и оборудование, за приглашение и встречу гостей и т. д.), помощь обучающимся в освоении навыков подготовки, проведения, анализа общешкольных дел;
- наблюдение за поведением обучающихся в ситуациях подготовки, проведения, анализа основных школьных дел, мероприятий, их отношениями с обучающимися разных возрастов, с педагогами и другими взрослыми.

## **Внешкольные мероприятия**

*Реализация воспитательного потенциала внешкольных мероприятий предусматривает (указываются конкретные позиции, имеющиеся в общеобразовательной организации или запланированные):*

- общие внешкольные мероприятия, в том числе организуемые совместно с социальными партнерами общеобразовательной организации;
- внешкольные тематические мероприятия воспитательной направленности, организуемые педагогами по изучаемым в общеобразовательной организации учебным предметам, курсам, модулям;
- экскурсии, походы выходного дня (в музей, картинную галерею, технопарк, на предприятие и др.), организуемые в классах классными руководителями, в том числе совместно с родителями (законными представителями) обучающихся с привлечением их к планированию, организации, проведению, оценке мероприятия;
- литературные, исторические, экологические и другие походы, экскурсии, экспедиции, слёты и т. п., организуемые педагогами, в том числе совместно с родителями (законными представителями) обучающихся для изучения историко-культурных мест, событий, биографий проживавших в этой местности российских поэтов и писателей, деятелей науки, природных и историко-культурных ландшафтов, флоры и фауны и др.;
- выездные события, включающие в себя комплекс коллективных творческих дел, в процессе которых складывается детско-взрослая общность, характеризующаяся доверительными взаимоотношениями, ответственным отношением к делу, атмосферой эмоционально-психологического комфорта.

## **Организация предметно-пространственной среды**

*Реализация воспитательного потенциала предметно-пространственной среды может предусматривать совместную деятельность педагогов, обучающихся, других участников образовательных отношений по её созданию, поддержанию, использованию в воспитательном процессе (указываются конкретные позиции, имеющиеся в общеобразовательной организации или запланированные):*

- оформление внешнего вида здания, фасада, холла при входе в общеобразовательную организацию государственной символикой Российской Федерации, субъекта Российской Федерации, муниципального образования (флаг, герб), изображениями символики Российского государства в разные периоды тысячелетней истории, исторической символики региона;

- организацию и проведение церемоний поднятия (спуска) государственного флага Российской Федерации;
- размещение карт России, регионов, муниципальных образований (современных и исторических, точных и стилизованных, географических, природных, культурологических, художественно оформленных, в том числе материалами, подготовленными обучающимися) с изображениями значимых культурных объектов местности, региона, России, памятных исторических, гражданских, народных, религиозных мест почитания, портретов выдающихся государственных деятелей России, деятелей культуры, науки, производства, искусства, военных, героев и защитников Отечества;
- изготовление, размещение, обновление художественных изображений (символических, живописных, фотографических, интерактивных аудио и видео) природы России, региона, местности, предметов традиционной культуры и быта, духовной культуры народов России;
- организацию и поддержание в общеобразовательной организации звукового пространства позитивной духовно-нравственной, гражданско-патриотической воспитательной направленности (звонки-мелодии, музыка, информационные сообщения), исполнение гимна Российской Федерации;
- разработку, оформление, поддержание, использование в воспитательном процессе «мест гражданского почитания» (*особенно если общеобразовательная организация носит имя выдающегося исторического деятеля, ученого, героя, защитника Отечества и т. п.*) в помещениях общеобразовательной организации или на прилегающей территории для общественно-гражданского почитания лиц, мест, событий в истории России; мемориалов воинской славы, памятников, памятных досок;
- оформление и обновление «мест новостей», стендов в помещениях (холл первого этажа, рекреации), содержащих в доступной, привлекательной форме новостную информацию позитивного гражданско-патриотического, духовно-нравственного содержания, фотоотчеты об интересных событиях, поздравления педагогов и обучающихся и т. п.;
- разработку и популяризацию символики общеобразовательной организации (эмблема, флаг, логотип, элементы костюма обучающихся и т. п.), используемой как повседневно, так и в торжественные моменты;
- подготовку и размещение регулярно сменяемых экспозиций творческих работ обучающихся в разных предметных областях,



демонстрирующих их способности, знакомящих с работами друг друга;

- поддержание эстетического вида и благоустройство всех помещений в общеобразовательной организации, доступных и безопасных рекреационных зон, озеленение территории при общеобразовательной организации;
- разработку, оформление, поддержание и использование игровых пространств, спортивных и игровых площадок, зон активного и тихого отдыха;
- создание и поддержание в вестибюле или библиотеке стеллажей свободного книгообмена, на которые обучающиеся, родители, педагоги могут выставлять для общего использования свои книги, брать для чтения другие;
- деятельность классных руководителей и других педагогов вместе с обучающимися, их родителями по благоустройству, оформлению школьных аудиторий, пришкольной территории;
- разработку и оформление пространств проведения значимых событий, праздников, церемоний, торжественных линеек, творческих вечеров (событийный дизайн);
- разработку и обновление материалов (стенды, плакаты, инсталляции и др.), акцентирующих внимание обучающихся на важных для воспитания ценностях, правилах, традициях, укладе общеобразовательной организации, актуальных вопросах профилактики и безопасности.

Предметно-пространственная среда строится как максимально доступная для обучающихся с особыми образовательными потребностями.

### **Взаимодействие с родителями (законными представителями)**

*Реализация воспитательного потенциала взаимодействия с родителями (законными представителями) обучающихся может предусматривать (указываются конкретные позиции, имеющиеся в общеобразовательной организации или запланированные):*

- создание и деятельность в общеобразовательной организации, в классах представительных органов родительского сообщества (родительского комитета общеобразовательной организации, классов), участвующих в обсуждении и решении вопросов воспитания и обучения, деятельность представителей родительского сообщества в Управляющем совете общеобразовательной организации;

- тематические родительские собрания в классах, общешкольные родительские собрания по вопросам воспитания, взаимоотношений обучающихся и педагогов, условий обучения и воспитания;
- родительские дни, в которые родители (законные представители) могут посещать уроки и внеурочные занятия;
- работу семейных клубов, родительских гостиных, предоставляющих родителям, педагогам и обучающимся площадку для совместного досуга и общения, с обсуждением актуальных вопросов воспитания;
- проведение тематических собраний (в том числе по инициативе родителей), на которых родители могут получать советы по вопросам воспитания, консультации психологов, врачей, социальных работников, служителей традиционных российских религий, обмениваться опытом;
- родительские форумы на интернет-сайте общеобразовательной организации, интернет-сообщества, группы с участием педагогов, на которых обсуждаются интересующие родителей вопросы, согласуется совместная деятельность;
- участие родителей в психолого-педагогических консилиумах в случаях, предусмотренных нормативными документами о психолого-педагогическом консилиуме в общеобразовательной организации в соответствии с порядком привлечения родителей (законных представителей);
- привлечение родителей (законных представителей) к подготовке и проведению классных и общешкольных мероприятий;
- при наличии среди обучающихся детей-сирот, оставшихся без попечения родителей, приемных детей целевое взаимодействие с их законными представителями.

## **Самоуправление**

*Реализация воспитательного потенциала ученического самоуправления в общеобразовательной организации может предусматривать (указываются конкретные позиции, имеющиеся в общеобразовательной организации или запланированные):*

- организацию и деятельность органов ученического самоуправления (совет обучающихся или др.), избранных обучающимися;
- представление органами ученического самоуправления интересов обучающихся в процессе управления общеобразовательной организацией;
- защиту органами ученического самоуправления законных интересов и прав обучающихся;

- участие представителей органов ученического самоуправления в разработке, обсуждении и реализации рабочей программы воспитания, календарного плана воспитательной работы, в анализе воспитательной деятельности в общеобразовательной организации.

## **Профилактика и безопасность**

*Реализация воспитательного потенциала профилактической деятельности в целях формирования и поддержки безопасной и комфортной среды в общеобразовательной организации предусматривает (указываются конкретные позиции, имеющиеся в общеобразовательной организации или запланированные):*

- организацию деятельности педагогического коллектива по созданию в общеобразовательной организации эффективной профилактической среды обеспечения безопасности жизнедеятельности как условия успешной воспитательной деятельности;
- проведение исследований, мониторинга рисков безопасности и ресурсов повышения безопасности, выделение и психолого-педагогическое сопровождение групп риска обучающихся по разным направлениям (агрессивное поведение, зависимости и др.);
- проведение коррекционно-воспитательной работы с обучающимися групп риска силами педагогического коллектива и с привлечением сторонних специалистов (психологов, конфликтологов, коррекционных педагогов, работников социальных служб, правоохранительных органов, опеки и т. д.);
- разработку и реализацию профилактических программ, направленных на работу как с девиантными обучающимися, так и с их окружением, организацию межведомственного взаимодействия;
- вовлечение обучающихся в воспитательную деятельность, проекты, программы профилактической направленности социальных и природных рисков в общеобразовательной организации и в социокультурном окружении с педагогами, родителями, социальными партнёрами (антинаркотические, антиалкогольные, против курения, вовлечения в деструктивные детские и молодёжные объединения, культы, субкультуры, группы в социальных сетях; по безопасности в цифровой среде, на транспорте, на воде, безопасности дорожного движения, противопожарной безопасности, антитеррористической и антиэкстремистской безопасности, гражданской обороне и т. д.);
- организацию превентивной работы с обучающимися со сценариями социально одобряемого поведения, по развитию навыков саморефлексии, самоконтроля, устойчивости к негативным воздействиям, групповому давлению;

- профилактику правонарушений, девиаций посредством организации деятельности, альтернативной девиантному поведению — познания (путешествия), испытания себя (походы, спорт), значимого общения, творчества, деятельности (в том числе профессиональной, религиозно-духовной, благотворительной, художественной и др.);
- предупреждение, профилактику и целенаправленную деятельность в случаях появления, расширения, влияния в общеобразовательной организации маргинальных групп обучающихся (оставивших обучение, криминальной направленности, с агрессивным поведением и др.);
- профилактику расширения групп, семей обучающихся, требующих специальной психолого-педагогической поддержки и сопровождения (слабоуспевающие, социально запущенные, социально неадаптированные дети-мигранты, обучающиеся с ОВЗ и т. д.).

### **Социальное партнерство**

*Реализация воспитательного потенциала социального партнерства предусматривает (указываются конкретные позиции, имеющиеся в общеобразовательной организации или запланированные):*

- участие представителей организаций-партнёров, в том числе в соответствии с договорами о сотрудничестве, в проведении отдельных мероприятий в рамках рабочей программы воспитания и календарного плана воспитательной работы (дни открытых дверей, государственные, региональные, школьные праздники, торжественные мероприятия и т. п.);
- участие представителей организаций-партнёров в проведении отдельных уроков, внеурочных занятий, внешкольных мероприятий соответствующей тематической направленности;
- проведение на базе организаций-партнёров отдельных уроков, занятий, внешкольных мероприятий, акций воспитательной направленности;
- проведение открытых дискуссионных площадок (детских, педагогических, родительских) с представителями организаций-партнёров для обсуждений актуальных проблем, касающихся жизни общеобразовательной организации, муниципального образования, региона, страны;
- реализация социальных проектов, совместно разрабатываемых обучающимися, педагогами с организациями-партнёрами благотворительной, экологической, патриотической, трудовой и т. д. направленности, ориентированных на воспитание обучающих-

ся, преобразование окружающего социума, позитивное воздействие на социальное окружение.

## **Профориентация**

*Реализация воспитательного потенциала профориентационной работы общеобразовательной организации предусматривает (указываются конкретные позиции, имеющиеся в общеобразовательной организации или запланированные):*

- проведение циклов профориентационных часов, направленных на подготовку обучающегося к осознанному планированию и реализации своего профессионального будущего;
- профориентационные игры (игры-симуляции, деловые игры, квесты, кейсы), расширяющие знания о профессиях, способах выбора профессий, особенностях, условиях разной профессиональной деятельности;
- экскурсии на предприятия, в организации, дающие начальные представления о существующих профессиях и условиях работы;
- посещение профориентационных выставок, ярмарок профессий, тематических профориентационных парков, лагерей, дней открытых дверей в организациях профессионального, высшего образования;
- организацию на базе детского лагеря при общеобразовательной организации профориентационных смен с участием экспертов в области профориентации, где обучающиеся могут познакомиться с профессиями, получить представление об их специфике, попробовать свои силы в той или иной профессии, развить соответствующие навыки;
- совместное с педагогами изучение обучающимися интернет-ресурсов, посвященных выбору профессий, прохождение профориентационного онлайн-тестирования, онлайн-курсов по интересующим профессиям и направлениям профессионального образования;
- участие в работе всероссийских профориентационных проектов;
- индивидуальное консультирование психологом обучающихся и их родителей (законных представителей) по вопросам склонностей, способностей, иных индивидуальных особенностей обучающихся, которые могут иметь значение в выборе ими будущей профессии;
- освоение обучающимися основ профессии в рамках различных курсов по выбору, включенных в обязательную часть образовательной программы, в рамках компонента об участниках обра-

зовательных отношений, внеурочной деятельности или дополнительного образования.

## **РАЗДЕЛ 3. ОРГАНИЗАЦИОННЫЙ**

### **3.1. Кадровое обеспечение**

*В данном разделе могут быть представлены решения в общеобразовательной организации в соответствии с ФГОС общего образования всех уровней по разделению функционала, связанного с планированием, организацией, реализацией, обеспечением воспитательной деятельности; по вопросам повышения квалификации педагогических работников в сфере воспитания; психолого-педагогического сопровождения обучающихся, в том числе с ОВЗ и других категорий; привлечению специалистов других организаций (образовательных, социальных, правоохранительных и др.).*

### **3.2. Нормативно-методическое обеспечение**

*В этом разделе могут быть представлены решения на уровне общеобразовательной организации по принятию, внесению изменений в должностные инструкции педагогических работников по вопросам воспитательной деятельности, ведению договорных отношений, сетевой форме организации образовательного процесса, сотрудничеству с социальными партнерами, нормативному, методическому обеспечению воспитательной деятельности.*

*Представляются ссылки на локальные нормативные акты, в которые вносятся изменения в связи с утверждением рабочей программы воспитания.*

### **3.3. Требования к условиям работы с обучающимися с особыми образовательными потребностями**

*Этот раздел наполняется конкретными материалами с учетом наличия обучающихся с особыми образовательными потребностями. Требования к организации среды для обучающихся с ОВЗ отражаются в примерных адаптированных основных образовательных программах для обучающихся каждой нозологической группы.*

*В воспитательной работе с категориями обучающихся, имеющих особые образовательные потребности — обучающихся с инвалидностью, с ОВЗ, из социально уязвимых групп (например, воспитанники детских домов, из семей мигрантов, билингвы и др.), одаренных, с отклоняющимся поведением, — создаются особые условия (описываются эти условия).*

Особыми задачами воспитания обучающихся с особыми образовательными потребностями являются:

- налаживание эмоционально-положительного взаимодействия с окружающими для их успешной социальной адаптации и интеграции в общеобразовательной организации;
- формирование доброжелательного отношения к обучающимся и их семьям со стороны всех участников образовательных отношений;
- построение воспитательной деятельности с учетом индивидуальных особенностей и возможностей каждого обучающегося;
- обеспечение психолого-педагогической поддержки семей обучающихся, содействие повышению уровня их педагогической, психологической, медико-социальной компетентности.

При организации воспитания обучающихся с особыми образовательными потребностями необходимо ориентироваться на:

- формирование личности ребенка с особыми образовательными потребностями с использованием адекватных возрасту и физическому и (или) психическому состоянию методов воспитания;
- создание оптимальных условий совместного воспитания и обучения обучающихся с особыми образовательными потребностями и их сверстников с использованием адекватных вспомогательных средств и педагогических приемов, организацией совместных форм работы воспитателей, педагогов-психологов, учителей-логопедов, учителей-дефектологов;
- личностно-ориентированный подход в организации всех видов деятельности обучающихся с особыми образовательными потребностями.

### **3.4. Система поощрения социальной успешности и проявлений активной жизненной позиции обучающихся**

Система поощрения проявлений активной жизненной позиции и социальной успешности обучающихся призвана способствовать формированию у обучающихся ориентации на активную жизненную позицию, инициативность, максимально вовлекать их в совместную деятельность в воспитательных целях. Система проявлений активной жизненной позиции и поощрения социальной успешности обучающихся строится на принципах:

- публичности, открытости поощрений (информирование всех обучающихся о награждении, проведение награждений в присутствии значительного числа обучающихся);

- соответствия артефактов и процедур награждения укладу общеобразовательной организации, качеству воспитывающей среды, символике общеобразовательной организации;
- прозрачности правил поощрения (наличие положения о награждениях, неукоснительное следование порядку, зафиксированному в этом документе, соблюдение справедливости при выдвижении кандидатур);
- регулирования частоты награждений (недопущение избыточности в поощрениях, чрезмерно большие группы поощряемых и т. п.);
- сочетания индивидуального и коллективного поощрения (использование индивидуальных и коллективных наград дает возможность стимулировать индивидуальную и коллективную активность обучающихся, преодолевать межличностные противоречия между обучающимися, получившими и не получившими награды);
- привлечения к участию в системе поощрений на всех стадиях родителей (законных представителей) обучающихся, представителей родительского сообщества, самих обучающихся, их представителей (с учетом наличия ученического самоуправления), сторонних организаций, их статусных представителей;
- дифференцированности поощрений (наличие уровней и типов наград позволяет продлить стимулирующее действие системы поощрения).

Формы поощрения проявлений активной жизненной позиции обучающихся и социальной успешности (*формы могут быть изменены, их состав расширен*): индивидуальные и групповые портфолио, рейтинги, благотворительная поддержка.

Ведение портфолио — деятельность обучающихся при ее организации и регулярном поощрении классными руководителями, поддержке родителями (законными представителями) по собиранию (накоплению) артефактов, фиксирующих и символизирующих достижения обучающегося.

Портфолио может включать артефакты признания личностных достижений, достижений в группе, участия в деятельности (грамоты, поощрительные письма, фотографии призов, фото изделий, работ и др., участвовавших в конкурсах и т. д.). Кроме индивидуального портфолио возможно ведение портфолио класса.

Рейтинги — размещение имен (фамилий) обучающихся или названий (номеров) групп обучающихся, классов в последовательности, определяемой их успешностью, достижениями в чём-либо.



Благотворительная поддержка обучающихся, групп обучающихся (классов и др.) может заключаться в материальной поддержке проведения в общеобразовательной организации воспитательных дел, мероприятий, проведения внешкольных мероприятий, различных форм совместной деятельности воспитательной направленности, в индивидуальной поддержке нуждающихся в помощи обучающихся, семей, педагогических работников.

Благотворительность предусматривает публичную презентацию благотворителей и их деятельности.

*Использование рейтингов, их форма, публичность, привлечение благотворителей, в том числе из социальных партнеров, их статус, акции, деятельность должны соответствовать укладу общеобразовательной организации, цели, задачам, традициям воспитания, согласовываться с представителями родительского сообщества во избежание деструктивного воздействия на взаимоотношения в общеобразовательной организации.*

### **3.5. Анализ воспитательного процесса**

Анализ воспитательного процесса осуществляется в соответствии с целевыми ориентирами результатов воспитания, личностными результатами обучающихся на уровнях начального общего, основного общего, среднего общего образования, установленных соответствующими ФГОС.

Основным методом анализа воспитательного процесса в общеобразовательной организации является ежегодный самоанализ воспитательной работы с целью выявления основных проблем и последующего их решения, с привлечением (при необходимости) внешних экспертов, специалистов.

Планирование анализа воспитательного процесса включается в календарный план воспитательной работы.

Основные принципы самоанализа воспитательной работы:

- взаимное уважение всех участников образовательных отношений;
- приоритет анализа сущностных сторон воспитания ориентирует на изучение прежде всего не количественных, а качественных показателей, таких как сохранение уклада общеобразовательной организации, качество воспитывающей среды, содержание и разнообразие деятельности, стиль общения, отношений между педагогами, обучающимися и родителями;
- развивающий характер осуществляемого анализа ориентирует на использование результатов анализа для совершенствования воспитательной деятельности педагогических работников (зна-

ния и сохранения в работе цели и задач воспитания, умелого планирования воспитательной работы, адекватного подбора видов, форм и содержания совместной деятельности с обучающимися, коллегами, социальными партнерами);

- распределённая ответственность за результаты личностного развития обучающихся ориентирует на понимание того, что личностное развитие — это результат как организованного социального воспитания, в котором общеобразовательная организация участвует наряду с другими социальными институтами, так и стихийной социализации, и саморазвития.

Основные направления анализа воспитательного процесса (*предложенные направления являются примерными, их можно уточнять, корректировать, исходя из особенностей уклада, традиций, ресурсов общеобразовательной организации, контингента обучающихся и др.*):

1. Результаты воспитания, социализации и саморазвития обучающихся.

Критерием, на основе которого осуществляется данный анализ, является динамика личностного развития обучающихся в каждом классе.

Анализ проводится классными руководителями вместе с заместителем директора по воспитательной работе (советником директора по воспитанию, педагогом-психологом, социальным педагогом при наличии) с последующим обсуждением результатов на методическом объединении классных руководителей или педагогическом совете.

Основным способом получения информации о результатах воспитания, социализации и саморазвития обучающихся является педагогическое наблюдение. Внимание педагогов сосредотачивается на вопросах: какие проблемы, затруднения в личностном развитии обучающихся удалось решить за прошедший учебный год; какие проблемы, затруднения решить не удалось и почему; какие новые проблемы, трудности появились; над чем предстоит работать педагогическому коллективу.

2. Состояние совместной деятельности обучающихся и взрослых.

Критерием, на основе которого осуществляется данный анализ, является наличие интересной, событийно насыщенной и личностно развивающей совместной деятельности обучающихся и взрослых.

Анализ проводится заместителем директора по воспитательной работе (советником директора по воспитанию, педагогом-психологом, социальным педагогом, при наличии), классными руководителями с привлечением актива родителей (законных представителей) обучающихся, совета обучающихся. Способами получения информации о состоянии организуемой совместной деятельности обучающихся и педагогических работников могут быть анкетирования и беседы с обучающимися и их родителями (законными представителями), педагогическими работниками, представителями совета обучающихся. Резуль-

таты обсуждаются на заседании методических объединений классных руководителей или педагогическом совете. Внимание сосредоточивается на вопросах, связанных с качеством (*выбираются вопросы, которые помогут проанализировать проделанную работу*):

- реализации воспитательного потенциала урочной деятельности;
- организуемой внеурочной деятельности обучающихся;
- деятельности классных руководителей и их классов;
- проводимых общешкольных основных дел, мероприятий;
- внешкольных мероприятий;
- создания и поддержки предметно-пространственной среды;
- взаимодействия с родительским сообществом;
- деятельности ученического самоуправления;
- деятельности по профилактике и безопасности;
- реализации потенциала социального партнерства;
- деятельности по профориентации обучающихся;
- и т. д. по дополнительным модулям, иным позициям в п. 2.2.

Итог самоанализа — перечень выявленных проблем, над решением которых предстоит работать педагогическому коллективу.

Итоги самоанализа оформляются в виде отчета, составляемого заместителем директора по воспитательной работе (совместно с советником директора по воспитательной работе при его наличии) в конце учебного года, рассматриваются и утверждаются педагогическим советом или иным коллегиальным органом управления в общеобразовательной организации.

## Приложение

### Примерный календарный план воспитательной работы

*Календарный план воспитательной работы (далее — план) разрабатывается в свободной форме с указанием: содержания дел, событий, мероприятий; участвующих классов или иных групп обучающихся; сроков, в том числе сроков подготовки; ответственных лиц.*

*План обновляется ежегодно к началу очередного учебного года.*

*При разработке плана учитываются: индивидуальные планы классных руководителей; рабочие программы учителей по изучаемым в общеобразовательной организации учебным предметам, курсам, модулям; планы, рабочие программы учебных курсов, занятий внеурочной деятельности; планы органов самоуправления в общеобразовательной организации, ученического самоуправления, взаимодействия с социальными партнерами согласно договорам, соглашениям с ними; планы*

работы психологической службы или школьного психолога, социальных педагогов и другая документация, которая должна соответствовать содержанию плана.

План может разрабатываться один для всей общеобразовательной организации или отдельно по каждому уровню общего образования.

Приведена примерная структура плана. Возможно построение плана по основным направлениям воспитания, по календарным периодам — месяцам, четвертям, триместрам, — или в иной форме.

Планирование дел, событий, мероприятий по классному руководству может осуществляться по индивидуальным планам классных руководителей, по учебной деятельности — по индивидуальным планам работы учителей-предметников с учетом их рабочих программ по учебным предметам, курсам, модулям, форм и видов воспитательной деятельности.

КАЛЕНДАРНЫЙ ПЛАН ВОСПИТАТЕЛЬНОЙ РАБОТЫ ОРГАНИЗАЦИИ на 2022–2023 учебный год				
№	Дела, события, мероприятия	Классы	Сроки	Ответственные
	1. Урочная деятельность			
1	...			
	2. Внеурочная деятельность			
1	...			
	3. Классное руководство			
1	...			
	4. Основные школьные дела			
1	...			
	5. Внешкольные мероприятия			
1	...			
	6. Организация предметно-пространственной среды			
1	...			
	7. Взаимодействие с родителями			
1	...			
	8. Самоуправление			
1	...			
	9. Профилактика и безопасность			
1	...			
	10. Социальное партнерство			
1	...			
	11. Профорientация			
1	...			

## **Перечень основных государственных и народных праздников, памятных дат в календарном плане воспитательной работы.**

*Перечень дополняется и актуализируется ежегодно в соответствии с памятными датами, юбилеями общероссийского, регионального, местного значения, памятными датами общеобразовательной организации, документами Президента Российской Федерации, Правительства Российской Федерации, перечнями рекомендуемых воспитательных событий Министерства просвещения Российской Федерации, методическими рекомендациями исполнительных органов власти в сфере образования.*

### **Сентябрь:**

- 1 сентября: День знаний;
- 3 сентября: День окончания Второй мировой войны, День солидарности в борьбе с терроризмом.

### **Октябрь:**

- 1 октября: Международный день пожилых людей;
- 4 октября: День защиты животных;
- 5 октября: День учителя;
- Третье воскресенье октября: День отца;
- 30 октября: День памяти жертв политических репрессий.

### **Ноябрь:**

- 4 ноября: День народного единства.

### **Декабрь:**

- 3 декабря: Международный день инвалидов;
- 5 декабря: Битва за Москву, Международный день добровольцев;
- 6 декабря: День Александра Невского;
- 9 декабря: День Героев Отечества;
- 10 декабря: День прав человека;
- 12 декабря: День Конституции Российской Федерации;
- 27 декабря: День спасателя.

### **Январь:**

- 1 января: Новый год;
- 7 января: Рождество Христово;
- 25 января: «Татьянин день» (праздник студентов);
- 27 января: День снятия блокады Ленинграда.

### **Февраль:**

- 2 февраля: День воинской славы России;

- 8 февраля: День русской науки;
- 21 февраля: Международный день родного языка;
- 23 февраля: День защитника Отечества.

**Март:**

- 8 марта: Международный женский день;
- 18 марта: День воссоединения Крыма с Россией.

**Апрель:**

- 12 апреля: День космонавтики.

**Май:**

- 1 мая: Праздник Весны и Труда;
- 9 мая: День Победы;
- 24 мая: День славянской письменности и культуры.

**Июнь:**

- 1 июня: Международный день защиты детей;
- 5 июня: День эколога;
- 6 июня: Пушкинский день России;
- 12 июня: День России;
- 22 июня: День памяти и скорби;
- 27 июня: День молодежи.

**Июль:**

- 8 июля: День семьи, любви и верности.

**Август:**

- 22 августа: День Государственного флага Российской Федерации;
- 25 августа: День воинской славы России.



МИНИСТЕРСТВО ПРОСВЕЩЕНИЯ  
РОССИЙСКОЙ ФЕДЕРАЦИИ

Федеральное государственное бюджетное научное учреждение



ИНСТИТУТ СТРАТЕГИИ  
РАЗВИТИЯ ОБРАЗОВАНИЯ  
РОССИЙСКОЙ АКАДЕМИИ ОБРАЗОВАНИЯ

**ОДОБРЕНА РЕШЕНИЕМ ФЕДЕРАЛЬНОГО УЧЕБНО-МЕТОДИЧЕСКОГО  
ОБЪЕДИНЕНИЯ ПО ОБЩЕМУ ОБРАЗОВАНИЮ,  
протокол 3/21 от 27.09.2021 г.**

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РАБОЧАЯ ПРОГРАММА ОСНОВНОГО  
ОБЩЕГО ОБРАЗОВАНИЯ

# АНГЛИЙСКИЙ ЯЗЫК

(для 5–9 классов образовательных организаций)

МОСКВА  
2021



## СОДЕРЖАНИЕ

---

Пояснительная записка . . . . .	4
Общая характеристика учебного предмета	
«Иностранный (английский) язык» . . . . .	5
Цели учебного предмета	
«Иностранный (английский) язык» . . . . .	6
Место учебного предмета	
«Иностранный (английский) язык»	
в учебном плане . . . . .	7
Содержание учебного предмета	
«Иностранный (английский) язык» . . . . .	8
5 класс . . . . .	8
6 класс . . . . .	14
7 класс . . . . .	20
8 класс . . . . .	27
9 класс . . . . .	35
Планируемые результаты освоения	
учебного предмета «Иностранный (английский) язык»	
на уровне основного общего образования . . . . .	43
Личностные результаты . . . . .	44
Метапредметные результаты. . . . .	48
Предметные результаты . . . . .	52
5 класс . . . . .	52
6 класс . . . . .	55
7 класс . . . . .	58
8 класс . . . . .	62
9 класс . . . . .	65
Тематическое планирование . . . . .	70
5 класс (102 часа) . . . . .	70
6 класс (102 часа) . . . . .	84
7 класс (102 часа) . . . . .	98
8 класс (102 часа) . . . . .	113
9 класс (102 часа) . . . . .	132

## **РАБОЧАЯ ПРОГРАММА. АНГЛИЙСКИЙ ЯЗЫК (ДК 9—5 ЯЛЛАССОВ ОБРАЗОВАТЕЛЬНЫХ ОРГАНИЗАЦИЙ)**

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Рабочая программа по английскому языку на уровне основного общего образования составлена на основе «Требований к результатам освоения основной образовательной программы», представленных в Федеральном государственном образовательном стандарте основного общего образования, с учётом распределённых по классам проверяемых требований к результатам освоения основной образовательной программы основного общего образования и элементов содержания, представленных в Универсальном кодификаторе по иностранному (английскому) языку, а также на основе характеристики планируемых результатов духовно-нравственного развития, воспитания и социализации обучающихся, представленной в федеральной рабочей программе воспитания

### **ПОЯСНИТЕЛЬНАЯ ЗАПИСКА**

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Рабочая программа является ориентиром для составления авторских рабочих программ: она даёт представление о целях образования, развития и воспитания обучающихся на средней ступени обязательного общего образования средствами учебного предмета «Иностранный (английский) язык», определяет обязательную (инвариантную) часть содержания учебного курса по английскому языку, за пределами которой остаётся возможность авторского выбора вариативной составляющей содержания образования по предмету. Рабочая программа устанавливает распределение обязательного предметного содержания по годам обучения; предусматривает примерный ресурс учебного времени, выделяемого на изучение тем/разделов курса, а также последовательность их изучения с учётом особенностей структуры английского языка и родного (русского) языка обучающихся, межпредметных связей английского языка с содержанием других общеобразовательных предметов, изучаемых в 5—9 классах, а также с учётом возрастных особенностей обучающихся. В рабочей программе для основной школы предусмотрено дальнейшее развитие всех речевых умений и овладение языковыми средствами, представленными в рабочих программах начального общего

Рабочая программа

образования, что обеспечивает преемственность между этапами школьного образования по английскому языку.

## **ОБЩАЯ ХАРАКТЕРИСТИКА УЧЕБНОГО ПРЕДМЕТА «ИНОСТРАННЫЙ (АНГЛИЙСКИЙ) ЯЗЫК»**

Предмету «Иностранный (английский) язык» принадлежит важное место в системе среднего общего образования и воспитания современного школьника в условиях поликультурного и многоязычного мира. Изучение иностранного языка направлено на формирование коммуникативной культуры обучающихся, осознание роли языков как инструмента межличностного и межкультурного взаимодействия, способствует их общему речевому развитию, воспитанию гражданской идентичности, расширению кругозора, воспитанию чувств и эмоций. Наряду с этим иностранный язык выступает инструментом овладения другими предметными областями в сфере гуманитарных, математических, естественно-научных и других наук и становится важной составляющей базы для общего и специального образования.

Построение программы имеет нелинейный характер и основано на концентрическом принципе. В каждом классе даются новые элементы содержания и новые требования. В процессе обучения освоенные на определённом этапе грамматические формы и конструкции повторяются и закрепляются на новом лексическом материале и расширяющемся тематическом содержании речи.

В последние десятилетия наблюдается трансформация взглядов на владение иностранным языком, усиление общественных запросов на квалифицированных и мобильных людей, способных быстро адаптироваться к изменяющимся потребностям общества, овладевать новыми компетенциями. Владение иностранным языком обеспечивает быстрый доступ к передовым международным научным и технологическим достижениям и расширяет возможности образования и самообразования. Владение иностранным языком сейчас рассматривается как часть профессии, поэтому он является универсальным предметом, которым стремятся овладеть современные школьники независимо от выбранных ими профильных предметов (математика, история, химия, физика и др.). Таким образом, владение иностранным языком становится одним из важнейших средств социализации и успешной профессиональной деятельности выпускника школы.

Возрастает значимость владения разными иностранными языками как в качестве первого, так и в качестве второго. Расширение номенклатуры изучаемых языков соответствует стра-

тегическим интересам России в эпоху постглобализации и многополярного мира. Знание родного языка экономического или политического партнёра обеспечивает более эффективное общение, учитывающее особенности культуры партнёра, что позволяет успешнее решать возникающие проблемы и избегать конфликтов.

Естественно, возрастание значимости владения иностранными языками приводит к переосмыслению целей и содержания обучения предмету.

### ЦЕЛИ УЧЕБНОГО ПРЕДМЕТА «ИНОСТРАННЫЙ (АНГЛИЙСКИЙ) ЯЗЫК»

В свете сказанного выше цели иноязычного образования становятся более сложными по структуре, формулируются на *ценностном, когнитивном и прагматическом* уровнях и, соответственно, воплощаются в личностных, метапредметных/общеучебных/универсальных и предметных результатах обучения. А иностранные языки признаются средством общения и ценным ресурсом личности для самореализации и социальной адаптации; инструментом развития умений поиска, обработки и использования информации в познавательных целях, одним из средств воспитания качеств гражданина, патриота; развития национального самосознания, стремления к взаимопониманию между людьми разных стран.

На прагматическом уровне *целью иноязычного образования* провозглашено формирование коммуникативной компетенции обучающихся в единстве таких её составляющих, как речевая, языковая, социокультурная, компенсаторная компетенции:

- *речевая компетенция* — развитие коммуникативных умений в четырёх основных видах речевой деятельности (говорении, аудировании, чтении, письме);
- *языковая компетенция* — овладение новыми языковыми средствами (фонетическими, орфографическими, лексическими, грамматическими) в соответствии с отобранными темами общения; освоение знаний о языковых явлениях изучаемого языка, разных способах выражения мысли в родном и иностранном языках;
- *социокультурная/межкультурная компетенция* — приобщение к культуре, традициям реалиям стран/страны изучаемого языка в рамках тем и ситуаций общения, отвечающих опыту, интересам, психологическим особенностям учащихся основной школы на разных её этапах; формирование умения

представлять свою страну, её культуру в условиях межкультурного общения;

— *компенсаторная компетенция* — развитие умений выходить из положения в условиях дефицита языковых средств при получении и передаче информации.

Наряду с иноязычной коммуникативной компетенцией средствами иностранного языка формируются *ключевые универсальные учебные компетенции*, включающие образовательную, ценностно-ориентационную, общекультурную, учебно-познавательную, информационную, социально-трудовую и компетенцию личностного самосовершенствования.

В соответствии с личностно ориентированной парадигмой образования основными подходами к обучению *иностранному языку* признаются компетентностный, системно-деятельностный, межкультурный и коммуникативно-когнитивный. Совокупность перечисленных подходов предполагает возможность реализовать поставленные цели, добиться достижения планируемых результатов в рамках содержания, отобранного для основной школы, использования новых педагогических технологий (дифференциация, индивидуализация, проектная деятельность и др.) и использования современных средств обучения.

## **МЕСТО УЧЕБНОГО ПРЕДМЕТА «ИНОСТРАННЫЙ (АНГЛИЙСКИЙ) ЯЗЫК» В УЧЕБНОМ ПЛАНЕ**

Обязательный учебный предмет «Иностранный (английский) язык» входит в предметную область «Иностранные языки» наряду с предметом «Второй иностранный язык», изучение которого происходит при наличии потребности обучающихся и при условии, что в образовательной организации имеются условия (кадровая обеспеченность, технические и материальные условия), позволяющие достигнуть заявленных в ФГОС ООО предметных результатов.

Учебный предмет «Иностранный (английский) язык» изучается обязательно со 2 по 11 класс. На этапе основного общего образования минимально допустимое количество учебных часов, выделяемых на изучение первого иностранного языка, — 3 часа в неделю, что составляет по 102 учебных часа на каждом году обучения с 5 по 9 класс.

Требования к *предметным результатам* для основного общего образования констатируют необходимость к окончанию 9 класса владения умением общаться на иностранном (английском) языке в разных формах (устно/письменно, непосред-

ственно/опосредованно, в том числе через Интернет) на допороговом уровне (уровне А2 в соответствии с Общеввропейскими компетенциями владения иностранным языком)<sup>1</sup>.

Данный уровень позволит выпускникам основной школы использовать иностранный язык для продолжения образования на старшей ступени обучения в школе и для дальнейшего самообразования.

Рабочая программа состоит из четырёх разделов: введение; содержание образования по английскому языку для данной ступени школьного образования по годам обучения (5—9 классы), планируемые результаты (личностные, метапредметные результаты освоения учебного предмета «Иностранный (английский) язык» на уровне основного общего образования), предметные результаты по английскому языку по годам обучения (5—9 классы); тематическое планирование по годам обучения (5—9 классы).

## **СОДЕРЖАНИЕ ОБУЧЕНИЯ УЧЕБНОМУ ПРЕДМЕТУ «АНГЛИЙСКИЙ ЯЗЫК»**

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### **5 класс**

#### **Коммуникативные умения**

Формирование умения общаться в устной и письменной форме, используя рецептивные и продуктивные виды речевой деятельности в рамках тематического содержания речи.

Моя семья. Мои друзья. Семейные праздники: день рождения, Новый год.

Внешность и характер человека/литературного персонажа.

Досуг и увлечения/хобби современного подростка (чтение, кино, спорт).

Здоровый образ жизни: режим труда и отдыха, здоровое питание.

Покупки: одежда, обувь и продукты питания.

Школа, школьная жизнь, школьная форма, изучаемые предметы. Переписка с зарубежными сверстниками.

Каникулы в различное время года. Виды отдыха.

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<sup>1</sup> Common European Framework of Reference for Languages: Learning, teaching, assessment. <https://www.coe.int/en/web/common-european-framework-reference-languages>

Природа: дикие и домашние животные. Погода.

Родной город/село. Транспорт.

Родная страна и страна/страны изучаемого языка. Их географическое положение, столицы; достопримечательности, культурные особенности (национальные праздники, традиции, обычаи).

Выдающиеся люди родной страны и страны/стран изучаемого языка: писатели, поэты.

### **Говорение**

Развитие коммуникативных умений *диалогической речи* на базе умений, сформированных в начальной школе:

*диалог этикетного характера*: начинать, поддерживать и заканчивать разговор (в том числе разговор по телефону); поздравлять с праздником и вежливо реагировать на поздравление; выражать благодарность; вежливо соглашаться на предложение/отказываться от предложения собеседника;

*диалог — побуждение к действию*: обращаться с просьбой, вежливо соглашаться/не соглашаться выполнить просьбу; приглашать собеседника к совместной деятельности, вежливо соглашаться/не соглашаться на предложение собеседника;

*диалог-расспрос*: сообщать фактическую информацию, отвечая на вопросы разных видов; запрашивать интересующую информацию.

Вышеперечисленные умения диалогической речи развиваются в стандартных ситуациях неофициального общения в рамках тематического содержания речи класса с опорой на речевые ситуации, ключевые слова и/или иллюстрации, фотографии с соблюдением норм речевого этикета, принятых в стране/странах изучаемого языка.

Объём диалога — до 5 реплик со стороны каждого собеседника.

Развитие коммуникативных умений *монологической речи* на базе умений, сформированных в начальной школе:

- создание устных связных монологических высказываний с использованием основных коммуникативных типов речи:
  - описание (предмета, внешности и одежды человека), в том числе характеристика (черты характера реального человека или литературного персонажа);
  - повествование/сообщение;
- изложение (пересказ) основного содержания прочитанного текста;

- краткое изложение результатов выполненной проектной работы.

Данные умения монологической речи развиваются в стандартных ситуациях неофициального общения в рамках тематического содержания речи с опорой на ключевые слова, вопросы, план и/или иллюстрации, фотографии.

Объём монологического высказывания — 5—6 фраз.

### **Аудирование**

Развитие коммуникативных умений **аудирования** на базе умений, сформированных в начальной школе:

при непосредственном общении: понимание на слух речи учителя и одноклассников и вербальная/невербальная реакция на услышанное;

при опосредованном общении: дальнейшее развитие умений восприятия и понимания на слух несложных адаптированных аутентичных текстов, содержащих отдельные незнакомые слова, с разной глубиной проникновения в их содержание в зависимости от поставленной коммуникативной задачи: с пониманием основного содержания, с пониманием запрашиваемой информации с опорой и без опоры на иллюстрации.

Аудирование с пониманием основного содержания текста предполагает умение определять основную тему и главные факты/события в воспринимаемом на слух тексте; игнорировать незнакомые слова, несущественные для понимания основного содержания.

Аудирование с пониманием запрашиваемой информации предполагает умение выделять запрашиваемую информацию, представленную в эксплицитной (явной) форме, в воспринимаемом на слух тексте.

Тексты для аудирования: диалог (беседа), высказывания собеседников в ситуациях повседневного общения, рассказ, сообщение информационного характера.

Время звучания текста/текстов для аудирования — до 1 минуты.

### **Смысловое чтение**

Развитие сформированных в начальной школе умений читать про себя и понимать учебные и несложные адаптированные аутентичные тексты разных жанров и стилей, содержащие отдельные незнакомые слова, с различной глубиной проникновения в их содержание в зависимости от поставленной коммуни-



кативной задачи: с пониманием основного содержания, с пониманием запрашиваемой информации.

Чтение с пониманием основного содержания текста предполагает умение определять основную тему и главные факты/события в прочитанном тексте, игнорировать незнакомые слова, несущественные для понимания основного содержания.

Чтение с пониманием запрашиваемой информации предполагает умение находить в прочитанном тексте и понимать запрашиваемую информацию, представленную в эксплицитной (явной) форме.

Чтение сплошных текстов (таблиц) и понимание представленной в них информации.

Тексты для чтения: беседа/диалог, рассказ, сказка, сообщение личного характера, отрывок из статьи научно-популярного характера, сообщение информационного характера, стихотворение; сплошной текст (таблица).

Объём текста/текстов для чтения — 180—200 слов.

### ***Письменная речь***

Развитие умений письменной речи на базе умений, сформированных в начальной школе:

списывание текста и выписывание из него слов, словосочетаний, предложений в соответствии с решаемой коммуникативной задачей;

написание коротких поздравлений с праздниками (с Новым годом, Рождеством, днём рождения);

заполнение анкет и формуляров: сообщение о себе основных сведений в соответствии с нормами, принятыми в стране/странах изучаемого языка;

написание электронного сообщения личного характера: сообщение кратких сведений о себе; оформление обращения, завершающей фразы и подписи в соответствии с нормами неофициального общения, принятыми в стране/странах изучаемого языка. Объём сообщения — до 60 слов.

### **Языковые знания и умения**

#### ***Фонетическая сторона речи***

Различение на слух и адекватное, без ошибок, ведущих к сбою в коммуникации, произнесение слов с соблюдением правильного ударения и фраз с соблюдением их ритмико-интонационных особенностей, в том числе отсутствия фразового уда-

рения на служебных словах; чтение новых слов согласно основным правилам чтения.

Чтение вслух небольших адаптированных аутентичных текстов, построенных на изученном языковом материале, с соблюдением правил чтения и соответствующей интонации, демонстрирующее понимание текста.

Тексты для чтения вслух: беседа/диалог, рассказ, отрывок из статьи научно-популярного характера, сообщение информационного характера.

Объём текста для чтения вслух — до 90 слов.

### ***Графика, орфография и пунктуация***

Правильное написание изученных слов.

Правильное использование знаков препинания: точки, вопросительного и восклицательного знаков в конце предложения; запятой при перечислении и обращении; апострофа.

Пунктуационно правильное, в соответствии с нормами речевого этикета, принятыми в стране/странах изучаемого языка, оформление электронного сообщения личного характера.

### ***Лексическая сторона речи***

Распознавание в письменном и звучащем тексте и употребление в устной и письменной речи лексических единиц (слов, словосочетаний, речевых клише), обслуживающих ситуации общения в рамках тематического содержания речи, с соблюдением существующей в английском языке нормы лексической сочетаемости.

Объём изучаемой лексики: 625 лексических единиц для продуктивного использования (включая 500 лексических единиц, изученных в начальной школе) и 675 лексических единиц для рецептивного усвоения (включая 625 лексических единиц продуктивного минимума).

Основные способы словообразования:

а) аффиксация:

образование имён существительных при помощи суффиксов -er/-or (teacher/visitor), -ist (scientist, tourist), -sion/-tion (discussion/invitation);

образование имён прилагательных при помощи суффиксов -ful (wonderful), -ian/-an (Russian/American);

образование наречий при помощи суффикса -ly (recently);

образование имён прилагательных, имён существительных и наречий при помощи отрицательного префикса un- (unhappy, unreality, unusually).

### **Грамматическая сторона речи**

Распознавание в письменном и звучащем тексте и употребление в устной и письменной речи изученных морфологических форм и синтаксических конструкций английского языка.

Предложения с несколькими обстоятельствами, следующими в определённом порядке.

Вопросительные предложения (альтернативный и разделительный вопросы в Present/Past/Future Simple Tense).

Глаголы в видо-временных формах действительного залога в изъявительном наклонении в Present Perfect Tense в повествовательных (утвердительных и отрицательных) и вопросительных предложениях.

Имена существительные во множественном числе, в том числе имена существительные, имеющие форму только множественного числа.

Имена существительные с причастиями настоящего и прошедшего времени.

Наречия в положительной, сравнительной и превосходной степенях, образованные по правилу, и исключения.

### **Социокультурные знания и умения**

Знание и использование социокультурных элементов речевого поведенческого этикета в стране/странах изучаемого языка в рамках тематического содержания (в ситуациях общения, в том числе «В семье», «В школе», «На улице»).

Знание и использование в устной и письменной речи наиболее употребительной тематической фоновой лексики и реалий в рамках отобранного тематического содержания (некоторые национальные праздники, традиции в проведении досуга и питания).

Знание социокультурного портрета родной страны и страны/стран изучаемого языка: знакомство с традициями проведения основных национальных праздников (Рождества, Нового года и т. д.); с особенностями образа жизни и культуры страны/стран изучаемого языка (известных достопримечательностях, выдающихся людях); с доступными в языковом отношении образцами детской поэзии и прозы на английском языке.

Формирование умений:

писать свои имя и фамилию, а также имена и фамилии своих родственников и друзей на английском языке;

правильно оформлять свой адрес на английском языке (в анкете, формуляре);

кратко представлять Россию и страну/страны изучаемого языка;

кратко представлять некоторые культурные явления родной страны и страны/стран изучаемого языка (основные национальные праздники, традиции в проведении досуга и питании).

### **Компенсаторные умения**

Использование при чтении и аудировании языковой, в том числе контекстуальной, догадки.

Использование в качестве опоры при порождении собственных высказываний ключевых слов, плана.

Игнорирование информации, не являющейся необходимой для понимания основного содержания прочитанного/прослушанного текста или для нахождения в тексте запрашиваемой информации.

## **6 класс**

### **Коммуникативные умения**

Формирование умения общаться в устной и письменной форме, используя рецептивные и продуктивные виды речевой деятельности в рамках тематического содержания речи.

Взаимоотношения в семье и с друзьями. Семейные праздники.

Внешность и характер человека/литературного персонажа.

Досуг и увлечения/хобби современного подростка (чтение, кино, театр, спорт).

Здоровый образ жизни: режим труда и отдыха, фитнес, сбалансированное питание.

Покупки: одежда, обувь и продукты питания.

Школа, школьная жизнь, школьная форма, изучаемые предметы, любимый предмет, правила поведения в школе. Переписка с зарубежными сверстниками.

Переписка с зарубежными сверстниками.

Каникулы в различное время года. Виды отдыха.

Путешествия по России и зарубежным странам.

Природа: дикие и домашние животные. Климат, погода.

Жизнь в городе и сельской местности. Описание родного города/села. Транспорт.

Родная страна и страна/страны изучаемого языка. Их географическое положение, столицы, население; официальные языки, достопримечательности, культурные особенности (национальные праздники, традиции, обычаи).

Выдающиеся люди родной страны и страны/стран изучаемого языка: писатели, поэты, учёные.

### **Говорение**

Развитие коммуникативных умений *диалогической речи*, а именно умений вести:

*диалог этикетного характера*: начинать, поддерживать и заканчивать разговор, вежливо переспрашивать; поздравлять с праздником, выражать пожелания и вежливо реагировать на поздравление; выражать благодарность; вежливо соглашаться на предложение/отказываться от предложения собеседника;

*диалог — побуждение к действию*: обращаться с просьбой, вежливо соглашаться/не соглашаться выполнить просьбу; приглашать собеседника к совместной деятельности, вежливо соглашаться/не соглашаться на предложение собеседника, объясняя причину своего решения;

*диалог-расспрос*: сообщать фактическую информацию, отвечая на вопросы разных видов; выражать своё отношение к обсуждаемым фактам и событиям; запрашивать интересующую информацию; переходить с позиции спрашивающего на позицию отвечающего и наоборот.

Вышеперечисленные умения диалогической речи развиваются в стандартных ситуациях неофициального общения в рамках тематического содержания речи с опорой на речевые ситуации, ключевые слова и/или иллюстрации, фотографии с соблюдением норм речевого этикета, принятых в стране/странах изучаемого языка.

Объём диалога — до 5 реплик со стороны каждого собеседника.

Развитие коммуникативных умений *монологической речи*:

- создание устных связных монологических высказываний с использованием основных коммуникативных типов речи:
  - описание (предмета, внешности и одежды человека), в том числе характеристика (черты характера реального человека или литературного персонажа);
  - повествование/сообщение;
- изложение (пересказ) основного содержания прочитанного текста;
- краткое изложение результатов выполненной проектной работы.

Данные умения монологической речи развиваются в стандартных ситуациях неофициального общения в рамках темати-

ческого содержания речи с опорой на ключевые слова, план, вопросы, таблицы и/или иллюстрации, фотографии.

Объём монологического высказывания — 7—8 фраз.

### ***Аудирование***

При непосредственном общении: понимание на слух речи учителя и одноклассников и вербальная/невербальная реакция на услышанное.

При опосредованном общении: дальнейшее развитие восприятия и понимания на слух несложных адаптированных аутентичных аудиотекстов, содержащих отдельные незнакомые слова, с разной глубиной проникновения в их содержание в зависимости от поставленной коммуникативной задачи: с пониманием основного содержания, с пониманием запрашиваемой информации.

Аудирование с пониманием основного содержания текста предполагает умение определять основную тему и главные факты/события в воспринимаемом на слух тексте; игнорировать незнакомые слова, несущественные для понимания основного содержания.

Аудирование с пониманием запрашиваемой информации, предполагает умение выделять запрашиваемую информацию, представленную в эксплицитной (явной) форме, в воспринимаемом на слух тексте.

Тексты для аудирования: высказывания собеседников в ситуациях повседневного общения, диалог (беседа), рассказ, сообщение информационного характера.

Время звучания текста/текстов для аудирования — до 1,5 минуты.

### ***Смысловое чтение***

Развитие умения читать про себя и понимать адаптированные аутентичные тексты разных жанров и стилей, содержащие отдельные незнакомые слова, с различной глубиной проникновения в их содержание в зависимости от поставленной коммуникативной задачи: с пониманием основного содержания, с пониманием запрашиваемой информации.

Чтение с пониманием основного содержания текста предполагает умение определять тему/основную мысль, главные факты/события; прогнозировать содержание текста по заголовку/началу текста; игнорировать незнакомые слова, несущественные для понимания основного содержания; понимать интернациональные слова в контексте.

Чтение с пониманием запрашиваемой информации предполагает умения находить в прочитанном тексте и понимать запрашиваемую информацию.

Чтение несплошных текстов (таблиц) и понимание представленной в них информации.

Тексты для чтения: беседа; отрывок из художественного произведения, в том числе рассказ, сказка; отрывок из статьи научно-популярного характера; сообщение информационного характера; сообщение личного характера; объявление; кулинарный рецепт; стихотворение; несплошной текст (таблица).

Объём текста/текстов для чтения — 250—300 слов.

### ***Письменная речь***

Развитие умений письменной речи:

списывание текста и выписывание из него слов, словосочетаний, предложений в соответствии с решаемой коммуникативной задачей;

заполнение анкет и формуляров: сообщение о себе основных сведений в соответствии с нормами, принятыми в англоговорящих странах;

написание электронного сообщения личного характера: сообщать краткие сведения о себе; расспрашивать друга/подругу по переписке о его/её увлечениях; выражать благодарность, извинение; оформлять обращение, завершающую фразу и подпись в соответствии с нормами неофициального общения, принятыми в стране/странах изучаемого языка. Объём письма — до 70 слов;

создание небольшого письменного высказывания с опорой на образец, план, иллюстрацию. Объём письменного высказывания — до 70 слов.

### **Языковые знания и умения**

#### ***Фонетическая сторона речи***

Различение на слух и адекватное, без фонематических ошибок, ведущих к сбою в коммуникации, произнесение слов с соблюдением правильного ударения и фраз с соблюдением их ритмико-интонационных особенностей, в том числе отсутствия фразового ударения на служебных словах; чтение новых слов согласно основным правилам чтения.

Чтение вслух небольших адаптированных аутентичных текстов, построенных на изученном языковом материале, с соблюдением правил чтения и соответствующей интонации, демонстрирующее понимание текста.

Тексты для чтения вслух: сообщение информационного характера, отрывок из статьи научно-популярного характера, рассказ, диалог (беседа).

Объём текста для чтения вслух — до 95 слов.

### ***Графика, орфография и пунктуация***

Правильное написание изученных слов.

Правильное использование знаков препинания: точки, вопросительного и восклицательного знаков в конце предложения; запятой при перечислении и обращении; апострофа.

Пунктуационно правильное, в соответствии с нормами речевого этикета, принятыми в стране/странах изучаемого языка, оформление электронного сообщения личного характера.

### ***Лексическая сторона речи***

Распознавание в письменном и звучащем тексте и употребление в устной и письменной речи лексических единиц (слов, словосочетаний, речевых клише), обслуживающих ситуации общения в рамках тематического содержания речи, с соблюдением существующей в английском языке нормы лексической сочетаемости.

Распознавание в звучащем и письменном тексте и употребление в устной и письменной речи различных средств связи для обеспечения логичности и целостности высказывания.

Объём: около 750 лексических единиц для продуктивного использования (включая 650 лексических единиц, изученных ранее) и около 800 лексических единиц для рецептивного усвоения (включая 750 лексических единиц продуктивного минимума).

Основные способы словообразования:

аффиксация:

образование имён существительных при помощи суффикса -ing (reading);

образование имён прилагательных при помощи суффиксов -al (typical), -ing (amazing), -less (useless), -ive (impressive).

Синонимы. Антонимы. Интернациональные слова.

### ***Грамматическая сторона речи***

Распознавание в письменном и звучащем тексте и употребление в устной и письменной речи изученных морфологических форм и синтаксических конструкций английского языка.

Сложноподчинённые предложения с придаточными определительными с союзными словами who, which, that.



Сложноподчинённые предложения с придаточными времени с союзами *for, since*.

Предложения с конструкциями *as ... as, not so ... as*.

Все типы вопросительных предложений (общий, специальный, альтернативный, разделительный вопросы) в *Present/Past Continuous Tense*.

Глаголы в видо-временных формах действительного залога в изъявительном наклонении в *Present/Past Continuous Tense*.

Модальные глаголы и их эквиваленты (*can/be able to, must/have to, may, should, need*).

Слова, выражающие количество (*little/a little, few/a few*).

Возвратные, неопределённые местоимения (*some, any*) и их производные (*somebody, anybody; something, anything, etc.*) *every* и производные (*everybody, everything, etc.*) в повествовательных (утвердительных и отрицательных) и вопросительных предложениях.

Числительные для обозначения дат и больших чисел (*100—1000*).

### Социокультурные знания и умения

Знание и использование отдельных социокультурных элементов речевого поведенческого этикета в стране/странах изучаемого языка в рамках тематического содержания речи (в ситуациях общения, в том числе «Дома», «В магазине»).

Знание и использование в устной и письменной речи наиболее употребительной тематической фоновой лексики и реалий в рамках тематического содержания (некоторые национальные праздники, традиции в питании и проведении досуга, этикетные особенности посещения гостей).

Знание социокультурного портрета родной страны и страны/стран изучаемого языка: знакомство с государственной символикой (флагом), некоторыми национальными символами; традициями проведения основных национальных праздников (Рождества, Нового года, Дня матери и т. д.); с особенностями образа жизни и культуры страны/стран изучаемого языка (известными достопримечательностями, некоторыми выдающимися людьми); с доступными в языковом отношении образцами детской поэзии и прозы на английском языке.

Развитие умений:

писать свои имя и фамилию, а также имена и фамилии своих родственников и друзей на английском языке;

правильно оформлять свой адрес на английском языке (в анкете, формуляре);

кратко представлять Россию и страну/страны изучаемого языка;

кратко представлять некоторые культурные явления родной страны и страны/стран изучаемого языка (основные национальные праздники, традиции в проведении досуга и питании); наиболее известные достопримечательности;

кратко рассказывать о выдающихся людях родной страны и страны/стран изучаемого языка (учёных, писателях, поэтах).

### Компенсаторные умения

Использование при чтении и аудировании языковой догадки, в том числе контекстуальной.

Использование в качестве опоры при порождении собственных высказываний ключевых слов, плана.

Игнорирование информации, не являющейся необходимой для понимания основного содержания прочитанного/прослушанного текста или для нахождения в тексте запрашиваемой информации.

Сравнение (в том числе установление основания для сравнения) объектов, явлений, процессов, их элементов и основных функций в рамках изученной тематики.

## 7 класс

### Коммуникативные умения

Формирование умения общаться в устной и письменной форме, используя рецептивные и продуктивные виды речевой деятельности в рамках тематического содержания речи.

Взаимоотношения в семье и с друзьями. Семейные праздники. Обязанности по дому.

Внешность и характер человека/литературного персонажа.

Досуг и увлечения/хобби современного подростка (чтение, кино, театр, музей, спорт, музыка).

Здоровый образ жизни: режим труда и отдыха, фитнес, сбалансированное питание.

Покупки: одежда, обувь и продукты питания.

Школа, школьная жизнь, школьная форма, изучаемые предметы, любимый предмет, правила поведения в школе, посещение школьной библиотеки/ресурсного центра. Переписка с зарубежными сверстниками.

Каникулы в различное время года. Виды отдыха. Путешествия по России и зарубежным странам.

Природа: дикие и домашние животные. Климат, погода.

Жизнь в городе и сельской местности. Описание родного города/села. Транспорт.

Средства массовой информации (телевидение, журналы, Интернет).

Родная страна и страна/страны изучаемого языка. Их географическое положение, столицы; население; официальные языки; достопримечательности, культурные особенности (национальные праздники, традиции, обычаи).

Выдающиеся люди родной страны и страны/стран изучаемого языка: учёные, писатели, поэты, спортсмены.

### **Говорение**

Развитие коммуникативных умений *диалогической речи*, а именно умений вести: диалог этикетного характера, диалог — побуждение к действию, диалог-расспрос; комбинированный диалог, включающий различные виды диалогов:

*диалог этикетного характера*: начинать, поддерживать и заканчивать разговор, вежливо переспрашивать; поздравлять с праздником, выражать пожелания и вежливо реагировать на поздравление; выражать благодарность; вежливо соглашаться на предложение/отказываться от предложения собеседника;

*диалог — побуждение к действию*: обращаться с просьбой, вежливо соглашаться/не соглашаться выполнить просьбу; приглашать собеседника к совместной деятельности, вежливо соглашаться/не соглашаться на предложение собеседника, объясняя причину своего решения;

*диалог-расспрос*: сообщать фактическую информацию, отвечая на вопросы разных видов; выражать своё отношение к обсуждаемым фактам и событиям; запрашивать интересующую информацию; переходить с позиции спрашивающего на позицию отвечающего и наоборот.

Названные умения диалогической речи развиваются в стандартных ситуациях неофициального общения в рамках тематического содержания речи с использованием ключевых слов, речевых ситуаций и/или иллюстраций, фотографий с соблюдением норм речевого этикета, принятых в стране/странах изучаемого языка.

Объём диалога — до 6 реплик со стороны каждого собеседника.

Развитие коммуникативных умений *монологической речи*:

- создание устных связных монологических высказываний с использованием основных коммуникативных типов речи:
  - описание (предмета, местности, внешности и одежды человека), в том числе характеристика (черты характера реального человека или литературного персонажа);
  - повествование/сообщение;
- изложение (пересказ) основного содержания прочитанного/прослушанного текста;
- краткое изложение результатов выполненной проектной работы.

Данные умения монологической речи развиваются в стандартных ситуациях неофициального общения в рамках тематического содержания речи с опорой на ключевые слова, план, вопросы и/или иллюстрации, фотографии, таблицы.

Объём монологического высказывания — 8—9 фраз.

### ***Аудирование***

При непосредственном общении: понимание на слух речи учителя и одноклассников и вербальная/невербальная реакция на услышанное.

При опосредованном общении: дальнейшее развитие восприятия и понимания на слух несложных аутентичных текстов, содержащих отдельные незнакомые слова, с разной глубиной проникновения в их содержание в зависимости от поставленной коммуникативной задачи: с пониманием основного содержания; с пониманием запрашиваемой информации.

Аудирование с пониманием основного содержания текста предполагает умение определять основную тему/идею и главные факты/события в воспринимаемом на слух тексте; игнорировать незнакомые слова, не существенные для понимания основного содержания.

Аудирование с пониманием запрашиваемой информации предполагает умение выделять запрашиваемую информацию, представленную в эксплицитной (явной) форме, в воспринимаемом на слух тексте.

Тексты для аудирования: диалог (беседа), высказывания собеседников в ситуациях повседневного общения, рассказ, сообщение информационного характера.

Время звучания текста/текстов для аудирования — до 1,5 минуты.

### **Смысловое чтение**

Развитие умения читать про себя и понимать несложные аутентичные тексты разных жанров и стилей, содержащие отдельные незнакомые слова, с различной глубиной проникновения в их содержание в зависимости от поставленной коммуникативной задачи: с пониманием основного содержания; с пониманием нужной/запрашиваемой информации; с полным пониманием содержания текста.

Чтение с пониманием основного содержания текста предполагает умение определять тему/основную мысль, главные факты/события; прогнозировать содержание текста по заголовку/началу текста; последовательность главных фактов/событий; умение игнорировать незнакомые слова, несущественные для понимания основного содержания; понимать интернациональные слова.

Чтение с пониманием нужной/запрашиваемой информации предполагает умение находить в прочитанном тексте и понимать запрашиваемую информацию.

Чтение с полным пониманием предполагает полное и точное понимание информации, представленной в тексте, в эксплицитной (явной) форме.

Чтение несплошных текстов (таблиц, диаграмм) и понимание представленной в них информации.

Тексты для чтения: интервью; диалог (беседа); отрывок из художественного произведения, в том числе рассказа; отрывок из статьи научно-популярного характера; сообщение информационного характера; объявление; кулинарный рецепт; сообщение личного характера; стихотворение; несплошной текст (таблица, диаграмма).

Объём текста/текстов для чтения — до 350 слов.

### **Письменная речь**

Развитие умений письменной речи:

списывание текста и выписывание из него слов, словосочетаний, предложений в соответствии с решаемой коммуникативной задачей; составление плана прочитанного текста;

заполнение анкет и формуляров: сообщение о себе основных сведений в соответствии с нормами, принятыми в стране/странах изучаемого языка;

написание электронного сообщения личного характера: сообщать краткие сведения о себе, расспрашивать друга/подругу по переписке о его/её увлечениях, выражать благодарность, из-

винение, просьбу; оформлять обращение, завершающую фразу и подпись в соответствии с нормами неофициального общения, принятыми в стране/странах изучаемого языка. Объём письма — до 90 слов;

создание небольшого письменного высказывания с опорой на образец, план, таблицу. Объём письменного высказывания — до 90 слов.

## **Языковые знания и умения**

### ***Фонетическая сторона речи***

Различение на слух и адекватное, без фонематических ошибок, ведущих к сбою в коммуникации, произнесение слов с соблюдением правильного ударения и фраз с соблюдением их ритмико-интонационных особенностей, в том числе отсутствия фразового ударения на служебных словах; чтение новых слов согласно основным правилам чтения.

Чтение вслух небольших аутентичных текстов, построенных на изученном языковом материале, с соблюдением правил чтения и соответствующей интонации, демонстрирующее понимание текста.

Тексты для чтения вслух: диалог (беседа), рассказ, сообщение информационного характера, отрывок из статьи научно-популярного характера.

Объём текста для чтения вслух — до 100 слов.

### ***Графика, орфография и пунктуация***

Правильное написание изученных слов.

Правильное использование знаков препинания: точки, вопросительного и восклицательного знаков в конце предложения; запятой при перечислении и обращении; апострофа.

Пунктуационно правильное, в соответствии с нормами речевого этикета, принятыми в стране/странах изучаемого языка, оформление электронного сообщения личного характера.

### ***Лексическая сторона речи***

Распознавание в письменном и звучащем тексте и употребление в устной и письменной речи лексических единиц (слов, словосочетаний, речевых клише), обслуживающих ситуации общения в рамках тематического содержания речи, с соблюдением существующей в английском языке нормы лексической сочетаемости.

Распознавание в звучащем и письменном тексте и употребление в устной и письменной речи различных средств связи для обеспечения логичности и целостности высказывания.

Объём — 900 лексических единиц для продуктивного использования (включая 750 лексических единиц, изученных ранее) и 1000 лексических единиц для рецептивного усвоения (включая 900 лексических единиц продуктивного минимума).

Основные способы словообразования:

а) аффиксация:

образование имён существительных при помощи префикса un- (unreality) и при помощи суффиксов: -ment (development), -ness (darkness);

образование имён прилагательных при помощи суффиксов -ly (friendly), -ous (famous), -y (busy);

образование имён прилагательных и наречий при помощи префиксов in-/im- (informal, independently, impossible);

б) словосложение:

образование сложных прилагательных путём соединения основы прилагательного с основой существительного с добавлением суффикса -ed (blue-eyed).

Многозначные лексические единицы. Синонимы. Антонимы. Интернациональные слова. Наиболее частотные фразовые глаголы.

### ***Грамматическая сторона речи***

Распознавание в письменном и звучащем тексте и употребление в устной и письменной речи изученных морфологических форм и синтаксических конструкций английского языка.

Предложения со сложным дополнением (Complex Object).

Условные предложения реального (Conditional 0, Conditional I) характера;

предложения с конструкцией to be going to + инфинитив и формы Future Simple Tense и Present Continuous Tense для выражения будущего действия.

Конструкция used to + инфинитив глагола.

Глаголы в наиболее употребительных формах страдательного залога (Present/Past Simple Passive).

Предлоги, употребляемые с глаголами в страдательном залоге.

Модальный глагол might.

Наречия, совпадающие по форме с прилагательными (fast, high; early).

Местоимения other/another, both, all, one.

Количественные числительные для обозначения больших чисел (до 1 000 000).

### Социокультурные знания и умения

Знание и использование отдельных социокультурных элементов речевого поведенческого этикета в стране/странах изучаемого языка в рамках тематического содержания (в ситуациях общения, в том числе «В городе», «Проведение досуга», «Во время путешествия»).

Знание и использование в устной и письменной речи наиболее употребительной тематической фоновой лексики и реалий в рамках отобранного тематического содержания (основные национальные праздники, традиции в питании и проведении досуга, система образования).

Социокультурный портрет родной страны и страны/стран изучаемого языка: знакомство с традициями проведения основных национальных праздников (Рождества, Нового года, Дня матери и т. д.); с особенностями образа жизни и культуры страны/стран изучаемого языка (известными достопримечательностями; некоторыми выдающимися людьми); с доступными в языковом отношении образцами поэзии и прозы для подростков на английском языке.

Развитие умений:

писать свои имя и фамилию, а также имена и фамилии своих родственников и друзей на английском языке;

правильно оформлять свой адрес на английском языке (в анкете);

правильно оформлять электронное сообщение личного характера в соответствии с нормами неофициального общения, принятыми в стране/странах изучаемого языка;

кратко представлять Россию и страну/страны изучаемого языка;

кратко представлять некоторые культурные явления родной страны и страны/стран изучаемого языка (основные национальные праздники, традиции в проведении досуга и питании); наиболее известные достопримечательности;

кратко рассказывать о выдающихся людях родной страны и страны/стран изучаемого языка (учёных, писателях, поэтах, спортсменах).



### Компенсаторные умения

Использование при чтении и аудировании языковой, в том числе контекстуальной, догадки; при непосредственном общении догадываться о значении незнакомых слов с помощью используемых собеседником жестов и мимики.

Переспрашивать, просить повторить, уточняя значение незнакомых слов.

Использование в качестве опоры при порождении собственных высказываний ключевых слов, плана.

Игнорирование информации, не являющейся необходимой для понимания основного содержания прочитанного/прослушанного текста или для нахождения в тексте запрашиваемой информации.

Сравнение (в том числе установление основания для сравнения) объектов, явлений, процессов, их элементов и основных функций в рамках изученной тематики.

## 8 класс

### Коммуникативные умения

Формирование умения общаться в устной и письменной форме, используя рецептивные и продуктивные виды речевой деятельности в рамках тематического содержания речи.

Взаимоотношения в семье и с друзьями.

Внешность и характер человека/литературного персонажа.

Досуг и увлечения/хобби современного подростка (чтение, кино, театр, музей, спорт, музыка).

Здоровый образ жизни: режим труда и отдыха, фитнес, сбалансированное питание. Посещение врача.

Покупки: одежда, обувь и продукты питания. Карманные деньги.

Школа, школьная жизнь, школьная форма, изучаемые предметы и отношение к ним. Посещение школьной библиотеки/ресурсного центра. Переписка с зарубежными сверстниками.

Виды отдыха в различное время года. Путешествия по России и зарубежным странам.

Природа: флора и фауна. Проблемы экологии. Климат, погода. Стихийные бедствия.

Условия проживания в городской/сельской местности. Транспорт.

Средства массовой информации (телевидение, радио, пресса, Интернет).

Родная страна и страна/страны изучаемого языка. Их географическое положение, столицы; население; официальные языки; достопримечательности, культурные особенности (национальные праздники, традиции, обычаи).

Выдающиеся люди родной страны и страны/стран изучаемого языка: учёные, писатели, поэты, художники, музыканты, спортсмены.

### **Говорение**

Развитие коммуникативных умений *диалогической речи*, а именно умений вести разные виды диалогов (диалог этикетного характера, диалог — побуждение к действию, диалог-расспрос; комбинированный диалог, включающий различные виды диалогов):

*диалог этикетного характера*: начинать, поддерживать и заканчивать разговор, вежливо переспрашивать; поздравлять с праздником, выражать пожелания и вежливо реагировать на поздравление; выражать благодарность; вежливо соглашаться на предложение/отказываться от предложения собеседника;

*диалог — побуждение к действию*: обращаться с просьбой, вежливо соглашаться/не соглашаться выполнить просьбу; приглашать собеседника к совместной деятельности, вежливо соглашаться/не соглашаться на предложение собеседника, объясняя причину своего решения;

*диалог-расспрос*: сообщать фактическую информацию, отвечая на вопросы разных видов; выразить своё отношение к обсуждаемым фактам и событиям; запрашивать интересующую информацию; переходить с позиции спрашивающего на позицию отвечающего и наоборот.

Названные умения диалогической речи развиваются в стандартных ситуациях неофициального общения в рамках тематического содержания речи с использованием ключевых слов, речевых ситуаций и/или иллюстраций, фотографий с соблюдением нормы речевого этикета, принятых в стране/странах изучаемого языка.

Объём диалога — до 7 реплик со стороны каждого собеседника.

Развитие коммуникативных умений *монологической речи*:

создание устных связных монологических высказываний с использованием основных коммуникативных типов речи:

- описание (предмета, местности, внешности и одежды человека), в том числе характеристика (черты характера реального человека или литературного персонажа);
- повествование/сообщение;
  - выражение и аргументирование своего мнения по отношению к услышанному/прочитанному;
  - изложение (пересказ) основного содержания прочитанного/прослушанного текста;
  - составление рассказа по картинкам;
  - изложение результатов выполненной проектной работы.

Данные умения монологической речи развиваются в стандартных ситуациях неофициального общения в рамках тематического содержания речи с опорой на вопросы, ключевые слова, план и/или иллюстрации, фотографии, таблицы.

Объём монологического высказывания — 9—10 фраз.

### ***Аудирование***

При непосредственном общении: понимание на слух речи учителя и одноклассников и вербальная/невербальная реакция на услышанное; использование переспрос или просьбу повторить для уточнения отдельных деталей.

При опосредованном общении: дальнейшее развитие восприятия и понимания на слух несложных аутентичных текстов, содержащих отдельные неизученные языковые явления, с разной глубиной проникновения в их содержание в зависимости от поставленной коммуникативной задачи: с пониманием основного содержания; с пониманием нужной/интересующей/запрашиваемой информации.

Аудирование с пониманием основного содержания текста предполагает умение определять основную тему/идею и главные факты/события в воспринимаемом на слух тексте, отделять главную информацию от второстепенной, прогнозировать содержание текста по началу сообщения; игнорировать незнакомые слова, не существенные для понимания основного содержания.

Аудирование с пониманием нужной/интересующей/запрашиваемой информации предполагает умение выделять нужную/интересующую/запрашиваемую информацию, представленную в эксплицитной (явной) форме, в воспринимаемом на слух тексте.

Тексты для аудирования: диалог (беседа), высказывания собеседников в ситуациях повседневного общения, рассказ, сообщение информационного характера.

Время звучания текста/текстов для аудирования — до 2 минут.

### **Смысловое чтение**

Развитие умения читать про себя и понимать несложные аутентичные тексты разных жанров и стилей, содержащие отдельные неизученные языковые явления, с различной глубиной проникновения в их содержание в зависимости от поставленной коммуникативной задачи: с пониманием основного содержания; с пониманием нужной/интересующей/запрашиваемой информации; с полным пониманием содержания.

Чтение *с пониманием основного содержания текста* предполагает умения: определять тему/основную мысль, выделять главные факты/события (опуская второстепенные); прогнозировать содержание текста по заголовку/началу текста; определять логическую последовательность главных фактов, событий; игнорировать незнакомые слова, несущественные для понимания основного содержания; понимать интернациональные слова.

Чтение *с пониманием нужной/интересующей/запрашиваемой информации* предполагает умение находить прочитанном тексте и понимать запрашиваемую информацию, представленную в эксплицитной (явной) форме; оценивать найденную информацию с точки зрения её значимости для решения коммуникативной задачи.

Чтение несплошных текстов (таблиц, диаграмм, схем) и понимание представленной в них информации.

Чтение *с полным пониманием содержания* несложных аутентичных текстов, содержащих отдельные неизученные языковые явления. В ходе чтения с полным пониманием формируются и развиваются умения полно и точно понимать текст на основе его информационной переработки (смыслового и структурного анализа отдельных частей текста, выборочного перевода), устанавливать причинно-следственную взаимосвязь изложенных в тексте фактов и событий, восстанавливать текст из разрозненных абзацев.

Тексты для чтения: интервью, диалог (беседа), рассказ, отрывок из художественного произведения, отрывок из статьи научно-популярного характера, сообщение информационного характера, объявление, кулинарный рецепт, меню, электронное сообщение личного характера, стихотворение.

Объём текста/текстов для чтения — 350—500 слов.

## **Письменная речь**

Развитие умений письменной речи:

составление плана/тезисов устного или письменного сообщения;

заполнение анкет и формуляров: сообщение о себе основных сведений в соответствии с нормами, принятыми в стране/странах изучаемого языка;

написание электронного сообщения личного характера: сообщать краткие сведения о себе, излагать различные события, делиться впечатлениями, выражать благодарность/извинения/просьбу, запрашивать интересующую информацию; оформлять обращение, завершающую фразу и подпись в соответствии с нормами неофициального общения, принятыми в стране/странах изучаемого языка. Объем письма — до 110 слов;

создание небольшого письменного высказывания с опорой на образец, план, таблицу и/или прочитанный/прослушанный текст. Объем письменного высказывания — до 110 слов.

## **Языковые знания и умения**

### **Фонетическая сторона речи**

Различение на слух и адекватное, без фонематических ошибок, ведущих к сбою в коммуникации, произнесение слов с соблюдением правильного ударения и фраз с соблюдением их ритмико-интонационных особенностей, в том числе отсутствия фразового ударения на служебных словах; чтение новых слов согласно основным правилам чтения.

Чтение вслух небольших аутентичных текстов, построенных на изученном языковом материале, с соблюдением правил чтения и соответствующей интонации, демонстрирующее понимание текста.

Тексты для чтения вслух: сообщение информационного характера, отрывок из статьи научно-популярного характера, рассказ, диалог (беседа).

Объем текста для чтения вслух — до 110 слов.

### **Графика, орфография и пунктуация**

Правильное написание изученных слов.

Правильное использование знаков препинания: точки, вопросительного и восклицательного знаков в конце предложения; запятой при перечислении и обращении; при вводных сло-

вах, обозначающих порядок мыслей и их связь (например, в английском языке: firstly/first of all, secondly, finally; on the one hand, on the other hand); апострофа.

Пунктуационно правильно в соответствии с нормами речевого этикета, принятыми в стране/странах изучаемого языка, оформлять электронное сообщение личного характера.

### ***Лексическая сторона речи***

Распознавание в письменном и звучащем тексте и употребление в устной и письменной речи лексических единиц (слов, словосочетаний, речевых клише), обслуживающих ситуации общения в рамках тематического содержания речи, с соблюдением существующей в английском языке нормы лексической сочетаемости.

Объём — 1050 лексических единиц для продуктивного использования (включая лексические единицы, изученные ранее) и 1250 лексических единиц для рецептивного усвоения (включая 1050 лексических единиц продуктивного минимума).

Основные способы словообразования:

а) аффиксация:

образование имен существительных при помощи суффиксов: -ance/-ence (performance/residence); -ity (activity); -ship (friendship);

образование имен прилагательных при помощи префикса inter- (international);

образование имен прилагательных при помощи -ed и -ing (interested—interesting);

б) конверсия:

образование имени существительного от неопределённой формы глагола (to walk — a walk);

образование глагола от имени существительного (a present — to present);

образование имени существительного от прилагательного (rich — the rich);

Многозначные лексические единицы. Синонимы. Антонимы. Интернациональные слова. Наиболее частотные фразовые глаголы. Сокращения и аббревиатуры.

Различные средства связи в тексте для обеспечения его целостности (firstly, however, finally, at last, etc.).

### **Грамматическая сторона речи**

Распознавание в письменном и звучащем тексте и употребление в устной и письменной речи изученных морфологических форм и синтаксических конструкций английского языка.

Предложения со сложным дополнением (Complex Object) (I saw her cross/crossing the road.).

Повествовательные (утвердительные и отрицательные), вопросительные и побудительные предложения в косвенной речи в настоящем и прошедшем времени.

Все типы вопросительных предложений в Past Perfect Tense.

Согласование времен в рамках сложного предложения.

Согласование подлежащего, выраженного собирательным существительным (family, police) со сказуемым.

Конструкции с глаголами на -ing: to love/hate doing something.

Конструкции, содержащие глаголы-связки to be/to look/to feel/to seem.

Конструкции be/get used to + инфинитив глагола; be/get used to + инфинитив глагола; be/get used to doing something; be/get used to something.

Конструкция both ... and ... .

Конструкции с глаголами to stop, to remember, to forget (пазница в значении to stop doing smth и to stop to do smth).

Глаголы в видо-временных формах действительного залога в изъявительном наклонении (Past Perfect Tense, Present Perfect Continuous Tense, Future-in-the-Past).

Модальные глаголы в косвенной речи в настоящем и прошедшем времени.

Неличные формы глагола (инфинитив, герундий, причастия настоящего и прошедшего времени).

Наречия too — enough.

Отрицательные местоимения no (и его производные nobody, nothing, etc.), none.

### **Социокультурные знания и умения**

Осуществление межличностного и межкультурного общения с использованием знаний о национально-культурных особенностях своей страны и страны/стран изучаемого языка, основных социокультурных элементов речевого поведенческого этикета в англоязычной среде; знание и использование в устной и письменной речи наиболее употребительной тематической фоновой лексики и реалий в рамках тематического содержания.

Понимание речевых различий в ситуациях официального и неофициального общения в рамках отобранного тематического содержания и использование лексико-грамматических средств с их учётом.

Социокультурный портрет родной страны и страны/стран изучаемого языка: знакомство с традициями проведения основных национальных праздников (Рождества, Нового года, Дня матери, Дня благодарения и т. д.); с особенностями образа жизни и культуры страны/стран изучаемого языка (известными достопримечательностями; некоторыми выдающимися людьми); с доступными в языковом отношении образцами поэзии и прозы для подростков на английском языке.

Осуществление межличностного и межкультурного общения с использованием знаний о национально-культурных особенностях своей страны и страны/стран изучаемого языка.

Соблюдение нормы вежливости в межкультурном общении.

Знание социокультурного портрета родной страны и страны/стран изучаемого языка: символики, достопримечательностей; культурных особенностей (национальные праздники, традиции), образцов поэзии и прозы, доступных в языковом отношении.

Развитие умений:

кратко представлять Россию и страну/страны изучаемого языка (культурные явления, события, достопримечательности);

кратко рассказывать о некоторых выдающихся людях родной страны и страны/стран изучаемого языка (учёных, писателях, поэтах, художниках, музыкантах, спортсменах и т. д.);

оказывать помощь зарубежным гостям в ситуациях повседневного общения (объяснить местонахождение объекта, сообщить возможный маршрут и т. д.).

#### Компенсаторные умения

Использование при чтении и аудировании языковой, в том числе контекстуальной, догадки; использование при говорении и письме перифраз/толкование, синонимические средства, описание предмета вместо его названия; при непосредственном общении догадываться о значении незнакомых слов с помощью используемых собеседником жестов и мимики.

Переспрашивать, просить повторить, уточняя значение незнакомых слов.



Использование в качестве опоры при порождении собственных высказываний ключевых слов, плана.

Игнорирование информации, не являющейся необходимой для понимания основного содержания прочитанного/прослушанного текста или для нахождения в тексте запрашиваемой информации.

Сравнение (в том числе установление основания для сравнения) объектов, явлений, процессов, их элементов и основных функций в рамках изученной тематики.

## **9 класс**

### **Коммуникативные умения**

Формирование умения общаться в устной и письменной форме, используя рецептивные и продуктивные виды речевой деятельности в рамках тематического содержания речи.

Взаимоотношения в семье и с друзьями. Конфликты и их решение.

Внешность и характер человека/литературного персонажа.

Досуг и увлечения/хобби современного подростка (чтение, кино, театр, музыка, музей, спорт, живопись; компьютерные игры). Роль книги в жизни подростка.

Здоровый образ жизни: режим труда и отдыха, фитнес, сбалансированное питание. Посещение врача.

Покупки: одежда, обувь и продукты питания. Карманные деньги. Молодёжная мода.

Школа, школьная жизнь, изучаемые предметы и отношение к ним. Взаимоотношения в школе: проблемы и их решение. Переписка с зарубежными сверстниками.

Виды отдыха в различное время года. Путешествия по России и зарубежным странам. Транспорт.

Природа: флора и фауна. Проблемы экологии. Защита окружающей среды. Климат, погода. Стихийные бедствия.

Средства массовой информации (телевидение, радио, пресса, Интернет).

Родная страна и страна/страны изучаемого языка. Их географическое положение, столицы и крупные города, регионы; население; официальные языки; достопримечательности, культурные особенности (национальные праздники, знаменательные даты, традиции, обычаи); страницы истории.

Выдающиеся люди родной страны и страны/стран изучаемого языка, их вклад в науку и мировую культуру: государствен-

ные деятели, учёные, писатели, поэты, художники, музыканты, спортсмены.

### **Говорение**

Развитие коммуникативных умений *диалогической речи*, а именно умений вести комбинированный диалог, включающий различные виды диалогов (этикетный диалог, диалог — побуждение к действию, диалог-расспрос); диалог — обмен мнениями:

*диалог этикетного характера*: начинать, поддерживать и заканчивать разговор, вежливо переспрашивать; поздравлять с праздником, выражать пожелания и вежливо реагировать на поздравление; выражать благодарность; вежливо соглашаться на предложение/отказываться от предложения собеседника;

*диалог — побуждение к действию*: обращаться с просьбой, вежливо соглашаться/не соглашаться выполнить просьбу; приглашать собеседника к совместной деятельности, вежливо соглашаться/не соглашаться на предложение собеседника, объясняя причину своего решения;

*диалог-расспрос*: сообщать фактическую информацию, отвечая на вопросы разных видов; выражать своё отношение к обсуждаемым фактам и событиям; запрашивать интересующую информацию; переходить с позиции спрашивающего на позицию отвечающего и наоборот;

*диалог — обмен мнениями*: выражать свою точку зрения и обосновывать её, высказывать своё согласие/несогласие с точкой зрения собеседника, выражать сомнение, давать эмоциональную оценку обсуждаемым событиям: восхищение, удивление, радость, огорчение и т. д.).

Названные умения диалогической речи развиваются в стандартных ситуациях неофициального общения в рамках тематического содержания речи с использованием ключевых слов, речевых ситуаций и/или иллюстраций, фотографий или без опор с соблюдением норм речевого этикета, принятых в стране/странах изучаемого языка.

Объём диалога — до 8 реплик со стороны каждого собеседника в рамках комбинированного диалога; до 6 реплик со стороны каждого собеседника в рамках диалога — обмена мнениями.

Развитие коммуникативных умений *монологической речи*: создание устных связных монологических высказываний с использованием основных коммуникативных типов речи:

- описание (предмета, местности, внешности и одежды человека), в том числе характеристика (черты характера реального человека или литературного персонажа);
- повествование/сообщение;
- рассуждение;
  - выражение и краткое аргументирование своего мнения по отношению к услышанному/прочитанному;
  - изложение (пересказ) основного содержания прочитанного/прослушанного текста с выражением своего отношения к событиям и фактам, изложенным в тексте;
  - составление рассказа по картинкам;
  - изложение результатов выполненной проектной работы.

Данные умения монологической речи развиваются в стандартных ситуациях неофициального общения в рамках тематического содержания речи с опорой на вопросы, ключевые слова, план и/или иллюстрации, фотографии, таблицы или без опоры.

Объем монологического высказывания — 10—12 фраз.

### **Аудирование**

При непосредственном общении: понимание на слух речи учителя и одноклассников и вербальная/невербальная реакция на услышанное; использование переспрос или просьбу повторить для уточнения отдельных деталей.

При опосредованном общении: дальнейшее развитие восприятия и понимания на слух несложных аутентичных текстов, содержащих отдельные неизученные языковые явления, с разной глубиной проникновения в их содержание в зависимости от поставленной коммуникативной задачи: с пониманием основного содержания; с пониманием нужной/интересующей/запрашиваемой информации.

Аудирование с пониманием основного содержания текста предполагает умение определять основную тему/идею и главные факты/события в воспринимаемом на слух тексте, выделять главную информацию от второстепенной, прогнозировать содержание текста по началу сообщения; игнорировать незнакомые слова, несущественные для понимания основного содержания.

Аудирование с пониманием нужной/интересующей/запрашиваемой информации предполагает умение выделять нужную/интересующую/запрашиваемую информацию, представленную в эксплицитной (явной) форме, в воспринимаемом на слух тексте.

Тексты для аудирования: диалог (беседа), высказывания собеседников в ситуациях повседневного общения, рассказ, сообщение информационного характера.

Языковая сложность текстов для аудирования должна соответствовать базовому уровню (А2 — допороговому уровню по общеевропейской шкале).

Время звучания текста/текстов для аудирования — до 2 минут.

### **Смысловое чтение**

Развитие умения читать про себя и понимать несложные аутентичные тексты разных жанров и стилей, содержащие отдельные неизученные языковые явления, с различной глубиной проникновения в их содержание в зависимости от поставленной коммуникативной задачи: с пониманием основного содержания; с пониманием нужной/интересующей/запрашиваемой информации; с полным пониманием содержания текста.

Чтение с пониманием основного содержания текста предполагает умения: определять тему/основную мысль, выделять главные факты/события (опуская второстепенные); прогнозировать содержание текста по заголовку/началу текста; определять логическую последовательность главных фактов, событий; разбивать текст на относительно самостоятельные смысловые части; озаглавливать текст/его отдельные части; игнорировать незнакомые слова, несущественные для понимания основного содержания; понимать интернациональные слова.

Чтение с пониманием нужной/интересующей/запрашиваемой информации предполагает умение находить прочитанном тексте и понимать запрашиваемую информацию, представленную в эксплицитной (явной) и имплицитной форме (неявной) форме; оценивать найденную информацию с точки зрения её значимости для решения коммуникативной задачи.

Чтение несплошных текстов (таблиц, диаграмм, схем) и понимание представленной в них информации.

Чтение с *полным пониманием содержания* несложных аутентичных текстов, содержащих отдельные неизученные языковые явления. В ходе чтения с полным пониманием формируются и развиваются умения полно и точно понимать текст на основе его информационной переработки (смыслового и структурного анализа отдельных частей текста, выборочного перевода); устанавливать причинно-следственную взаимосвязь изложенных в тексте фактов и событий, восстанавливать текст из

разрозненных абзацев или путём добавления выпущенных фрагментов.

Тексты для чтения: диалог (беседа), интервью, рассказ, отрывок из художественного произведения, статья научно-популярного характера, сообщение информационного характера, объявление, памятка, инструкция, электронное сообщение личного характера, стихотворение; несплошной текст (таблица, диаграмма).

Языковая сложность текстов для чтения должна соответствовать базовому уровню (A2 — допороговому уровню по общеевропейской шкале).

Объём текста/текстов для чтения — 500—600 слов.

### ***Письменная речь***

Развитие умений письменной речи:

составление плана/тезисов устного или письменного сообщения;

заполнение анкет и формуляров: сообщение о себе основных сведений в соответствии с нормами, принятыми в стране/странах изучаемого языка;

написание электронного сообщения личного характера: сообщать краткие сведения о себе, излагать различные события, делиться впечатлениями, выражать благодарность/извинение/просьбу, запрашивать интересующую информацию; оформлять обращение, завершающую фразу и подпись в соответствии с нормами неофициального общения, принятыми в стране/странах изучаемого языка. Объём письма — до 120 слов;

создание небольшого письменного высказывания с опорой на образец, план, таблицу и/или прочитанный/прослушанный текст. Объём письменного высказывания — до 120 слов;

заполнение таблицы с краткой фиксацией содержания прочитанного/прослушанного текста;

преобразование таблицы, схемы в текстовый вариант представления информации;

письменное представление результатов выполненной проектной работы (объём — 100—120 слов).

### **Языковые знания и умения**

#### ***Фонетическая сторона речи***

Различение на слух и адекватное, без фонематических ошибок, ведущих к сбою в коммуникации, произнесение слов с со-

блюдением правильного ударения и фраз с соблюдением их ритмико-интонационных особенностей, в том числе отсутствия фразового ударения на служебных словах; чтение новых слов согласно основным правилам чтения.

Выражение модального значения, чувства и эмоции.

Различение на слух британского и американского вариантов произношения в прослушанных текстах или услышанных высказываниях.

Чтение вслух небольших текстов, построенных на изученном языковом материале, с соблюдением правил чтения и соответствующей интонации, демонстрирующее понимание текста.

Тексты для чтения вслух: сообщение информационного характера, отрывок из статьи научно-популярного характера, рассказ, диалог (беседа).

Объём текста для чтения вслух — до 110 слов.

### ***Графика, орфография и пунктуация***

Правильное написание изученных слов.

Правильное использование знаков препинания: точки, вопросительного и восклицательного знаков в конце предложения; запятой при перечислении и обращении; при вводных словах, обозначающих порядок мыслей и их связь (например, в английском языке: firstly/first of all, secondly, finally; on the one hand, on the other hand); апострофа.

Пунктуационно правильное, в соответствии с нормами речевого этикета, принятыми в стране/странах изучаемого языка, оформление электронного сообщения личного характера.

### ***Лексическая сторона речи***

Распознавание в письменном и звучащем тексте и употребление в устной и письменной речи лексических единиц (слов, словосочетаний, речевых клише), обслуживающих ситуации общения в рамках тематического содержания речи, с соблюдением существующей в английском языке нормы лексической сочетаемости.

Распознавание в звучащем и письменном тексте и употребление в устной и письменной речи различных средств связи для обеспечения логичности и целостности высказывания.

Объём — 1200 лексических единиц для продуктивного использования (включая 1050 лексических единиц, изученных ранее) и 1350 лексических единиц для рецептивного усвоения (включая 1200 лексических единиц продуктивного минимума).

Основные способы словообразования:

а) аффиксация:

глаголов с помощью префиксов *under-*, *over-*, *dis-*, *mis-*;

имён прилагательных с помощью суффиксов *-able/-ible*;

имён существительных с помощью отрицательных префиксов *in-/im-*;

б) словосложение:

образование сложных существительных путём соединения основы числительного с основой существительного с добавлением суффикса *-ed* (*eight-legged*);

образование сложных существительных путём соединения основ существительных с предлогом: *father-in-law*);

образование сложных прилагательных путём соединения основы прилагательного с основой причастия настоящего времени (*nice-looking*);

образование сложных прилагательных путём соединения основы прилагательного с основой причастия прошедшего времени (*well-behaved*);

в) конверсия:

образование глагола от имени прилагательного (*cool — to cool*).

Многозначность лексических единиц. Синонимы. Антонимы. Интернациональные слова. Наиболее частотные фразовые глаголы. Сокращения и аббревиатуры.

Различные средства связи в тексте для обеспечения его целостности (*firstly, however, finally, at last, etc.*).

### ***Грамматическая сторона речи***

Распознавание в письменном и звучащем тексте и употребление в устной и письменной речи изученных морфологических форм и синтаксических конструкций английского языка.

Предложения со сложным дополнением (*Complex Object*) (*I want to have my hair cut.*).

Условные предложения нереального характера (*Conditional II*).

Конструкции для выражения предпочтения *I prefer .../I'd prefer .../I'd rather ...* .

Конструкция *I wish ...* .

Предложения с конструкцией *either ... or, neither ... nor*.

Глаголы в видо-временных формах действительного залога в изъявительном наклонении (*Present/Past/Future Simple Tense; Present/Past Perfect Tense; Present/Past Continuous Tense, Future-in-the-Past*) и наиболее употребительных формах

страдательного залога (Present/Past Simple Passive; Present Perfect Passive).

Порядок следования имён прилагательных (nice long blond hair).

### Социокультурные знания и умения

Осуществление межличностного и межкультурного общения с использованием знаний о национально-культурных особенностях своей страны и страны/стран изучаемого языка, основных социокультурных элементов речевого поведенческого этикета в англоязычной среде; знание и использование в устной и письменной речи наиболее употребительной тематической фоновой лексики и реалий в рамках отобранного тематического содержания (основные национальные праздники, традиции, обычаи; традиции в питании и проведении досуга, система образования).

Знание социокультурного портрета родной страны и страны/стран изучаемого языка: знакомство с традициями проведения основных национальных праздников (Рождества, Нового года, Дня матери, Дня благодарения и т. д.); с особенностями образа жизни и культуры страны/стран изучаемого языка (известными достопримечательностями; некоторыми выдающимися людьми); с доступными в языковом отношении образцами поэзии и прозы для подростков на английском языке.

Формирование элементарного представления о различных вариантах английского языка.

Осуществление межличностного и межкультурного общения с использованием знаний о национально-культурных особенностях своей страны и страны/стран изучаемого языка.

Соблюдение нормы вежливости в межкультурном общении.

Развитие умений:

писать свои имя и фамилию, а также имена и фамилии своих родственников и друзей на английском языке;

правильно оформлять свой адрес на английском языке (в анкете);

правильно оформлять электронное сообщение личного характера в соответствии с нормами неофициального общения, принятыми в стране/странах изучаемого языка;

кратко представлять Россию и страну/страны изучаемого языка;

кратко представлять некоторые культурные явления родной страны и страны/стран изучаемого языка (основные нацио-



нальные праздники, традиции в проведении досуга и питания, достопримечательности);

кратко представлять некоторых выдающихся людей родной страны и страны/стран изучаемого языка (учёных, писателей, поэтов, художников, композиторов, музыкантов, спортсменов и т. д.);

оказывать помощь зарубежным гостям в ситуациях повседневного общения (объяснить местонахождение объекта, сообщить возможный маршрут, уточнить часы работы и т. д.).

#### Компенсаторные умения

Использование при чтении и аудировании языковой, в том числе контекстуальной, догадки; при говорении и письме — перифраза/толкования, синонимических средств, описание предмета вместо его названия; при непосредственном общении догадываться о значении незнакомых слов с помощью используемых собеседником жестов и мимики.

Переспрашивать, просить повторить, уточняя значение незнакомых слов.

Использование в качестве опоры при порождении собственных высказываний ключевых слов, плана.

Игнорирование информации, не являющейся необходимой, для понимания основного содержания прочитанного/прослушанного текста или для нахождения в тексте запрашиваемой информации.

Сравнение (в том числе установление основания для сравнения) объектов, явлений, процессов, их элементов и основных функций в рамках изученной тематики.

## **ПЛАНИРУЕМЫЕ РЕЗУЛЬТАТЫ ОСВОЕНИЯ УЧЕБНОГО ПРЕДМЕТА «ИНОСТРАННЫЙ (АНГЛИЙСКИЙ) ЯЗЫК»**

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Изучение иностранного языка в основной школе направлено на достижение обучающимися результатов, отвечающих требованиям ФГОС к освоению основной образовательной программы основного общего образования.

Личностные результаты освоения программы основного общего образования достигаются в единстве учебной и воспитательной деятельности Организации в соответствии с традицион-

ными российскими социокультурными и духовно-нравственными ценностями, принятыми в обществе правилами и нормами поведения и способствуют процессам самопознания, самовоспитания и саморазвития, формирования внутренней позиции личности.

## **ЛИЧНОСТНЫЕ РЕЗУЛЬТАТЫ**

Личностные результаты освоения программы основного общего образования достигаются в единстве учебной и воспитательной деятельности Организации в соответствии с традиционными российскими социокультурными и духовно-нравственными ценностями, принятыми в обществе правилами и нормами поведения, и способствуют процессам самопознания, самовоспитания и саморазвития, формирования внутренней позиции личности.

**Личностные результаты** освоения программы основного общего образования должны отражать готовность обучающихся руководствоваться системой позитивных ценностных ориентаций и расширение опыта деятельности на её основе и в процессе реализации основных направлений воспитательной деятельности, в том числе в части:

### *Гражданского воспитания:*

готовность к выполнению обязанностей гражданина и реализации его прав, уважение прав, свобод и законных интересов других людей;

активное участие в жизни семьи, Организации, местного общества, родного края, страны;

неприятие любых форм экстремизма, дискриминации;

понимание роли различных социальных институтов в жизни человека;

представление об основных правах, свободах и обязанностях гражданина, социальных нормах и правилах межличностных отношений в поликультурном и многоконфессиональном обществе;

представление о способах противодействия коррупции;

готовность к разнообразной совместной деятельности, стремление к взаимопониманию и взаимопомощи, активное участие в школьном самоуправлении;

готовность к участию в гуманитарной деятельности (волонтерство, помощь людям, нуждающимся в ней).

### *Патриотического воспитания:*

осознание российской гражданской идентичности в поликультурном и многоконфессиональном обществе, проявление интереса к познанию родного языка, истории, культуры Российской Федерации, своего края, народов России;

ценностное отношение к достижениям своей Родины – России, к науке, искусству, спорту, технологиям, боевым подвигам и трудовым достижениям народа;

уважение к символам России, государственным праздникам, историческому и природному наследию и памятникам, традициям разных народов, проживающих в родной стране.

*Духовно-нравственного воспитания:*

ориентация на моральные ценности и нормы в ситуациях нравственного выбора;

готовность оценивать своё поведение и поступки, поведение и поступки других людей с позиции нравственных и правовых норм с учётом осознания последствий поступков;

активное неприятие асоциальных поступков, свобода и ответственность личности в условиях индивидуального и общественного пространства.

*Эстетического воспитания:*

восприимчивость к разным видам искусства, традициям и творчеству своего и других народов, понимание эмоционального воздействия искусства; осознание важности художественной культуры как средства коммуникации и самовыражения;

понимание ценности отечественного и мирового искусства, роли этнических культурных традиций и народного творчества;

стремление к самовыражению в разных видах искусства.

*Физического воспитания, формирования культуры здоровья и эмоционального благополучия:*

осознание ценности жизни;

ответственное отношение к своему здоровью и установка на здоровый образ жизни (здоровое питание, соблюдение гигиенических правил, сбалансированный режим занятий и отдыха, регулярная физическая активность);

осознание последствий и неприятие вредных привычек (употребление алкоголя, наркотиков, курение) и иных форм вреда для физического и психического здоровья;

соблюдение правил безопасности, в том числе навыков безопасного поведения в интернет-среде;

способность адаптироваться к стрессовым ситуациям и меняющимся социальным, информационным и природным усло-

виям, в том числе осмысляя собственный опыт и выстраивая дальнейшие цели;

умение принимать себя и других, не осуждая;

умение осознавать эмоциональное состояние себя и других, умение управлять собственным эмоциональным состоянием;

сформированность навыка рефлексии, признание своего права на ошибку и такого же права другого человека.

*Трудового воспитания:*

установка на активное участие в решении практических задач (в рамках семьи, Организации, города, края) технологической и социальной направленности, способность инициировать, планировать и самостоятельно выполнять такого рода деятельность;

интерес к практическому изучению профессий и труда различного рода, в том числе на основе применения изучаемого предметного знания;

осознание важности обучения на протяжении всей жизни для успешной профессиональной деятельности и развитие необходимых умений для этого;

готовность адаптироваться в профессиональной среде;

уважение к труду и результатам трудовой деятельности;

осознанный выбор и построение индивидуальной траектории образования и жизненных планов с учётом личных и общественных интересов и потребностей.

*Экологического воспитания:*

ориентация на применение знаний из социальных и естественных наук для решения задач в области окружающей среды, планирования поступков и оценки их возможных последствий для окружающей среды;

повышение уровня экологической культуры, осознание глобального характера экологических проблем и путей их решения;

активное неприятие действий, приносящих вред окружающей среде;

осознание своей роли как гражданина и потребителя в условиях взаимосвязи природной, технологической и социальной сред;

готовность к участию в практической деятельности экологической направленности.

*Ценности научного познания:*

ориентация в деятельности на современную систему научных представлений об основных закономерностях развития челове-

ка, природы и общества, взаимосвязях человека с природной и социальной средой;

овладение языковой и читательской культурой как средством познания мира;

овладение основными навыками исследовательской деятельности, установка на осмысление опыта, наблюдений, поступков и стремление совершенствовать пути достижения индивидуального и коллективного благополучия.

*Личностные результаты, обеспечивающие адаптацию обучающегося к изменяющимся условиям социальной и природной среды, включают:*

освоение обучающимися социального опыта, основных социальных ролей, соответствующих ведущей деятельности возраста, норм и правил общественного поведения, форм социальной жизни в группах и сообществах, включая семью, группы, сформированные по профессиональной деятельности, а также в рамках социального взаимодействия с людьми из другой культурной среды;

способность обучающихся взаимодействовать в условиях неопределённости, открытость опыту и знаниям других;

способность действовать в условиях неопределённости, повышать уровень своей компетентности через практическую деятельность, в том числе умение учиться у других людей, осознавать в совместной деятельности новые знания, навыки и компетенции из опыта других;

навык выявления и связывания образов, способность формирования новых знаний, в том числе способность формулировать идеи, понятия, гипотезы об объектах и явлениях, в том числе ранее не известных, осознавать дефицит собственных знаний и компетентностей, планировать своё развитие;

умение распознавать конкретные примеры понятия по характерным признакам, выполнять операции в соответствии с определением и простейшими свойствами понятия, конкретизировать понятие примерами, использовать понятие и его свойства при решении задач (далее — оперировать понятиями), а также оперировать терминами и представлениями в области концепции устойчивого развития;

умение анализировать и выявлять взаимосвязи природы, общества и экономики;

умение оценивать свои действия с учётом влияния на окружающую среду, достижений целей и преодоления вызовов, возможных глобальных последствий;

способность обучающихся осознавать стрессовую ситуацию, оценивать происходящие изменения и их последствия;

воспринимать стрессовую ситуацию как вызов, требующий контрмер;

оценивать ситуацию стресса, корректировать принимаемые решения и действия;

формулировать и оценивать риски и последствия, формировать опыт, уметь находить позитивное в произошедшей ситуации;

быть готовым действовать в отсутствие гарантий успеха.

## МЕТАПРЕДМЕТНЫЕ РЕЗУЛЬТАТЫ

Метапредметные результаты освоения программы основного общего образования, в том числе адаптированной, должны отражать:

*Овладение универсальными учебными познавательными действиями:*

1) базовые логические действия:

выявлять и характеризовать существенные признаки объектов (явлений);

устанавливать существенный признак классификации, основания для обобщения и сравнения, критерии проводимого анализа;

с учётом предложенной задачи выявлять закономерности и противоречия в рассматриваемых фактах, данных и наблюдениях;

предлагать критерии для выявления закономерностей и противоречий;

выявлять дефицит информации, данных, необходимых для решения поставленной задачи;

выявлять причинно-следственные связи при изучении явлений и процессов;

делать выводы с использованием дедуктивных и индуктивных умозаключений, умозаключений по аналогии, формулировать гипотезы о взаимосвязях;

самостоятельно выбирать способ решения учебной задачи (сравнивать несколько вариантов решения, выбирать наиболее подходящий с учётом самостоятельно выделенных критериев);

2) базовые исследовательские действия:

использовать вопросы как исследовательский инструмент познания;

формулировать вопросы, фиксирующие разрыв между реальным и желательным состоянием ситуации, объекта, самостоятельно устанавливать искомое и данное;

формулировать гипотезу об истинности собственных суждений и суждений других, аргументировать свою позицию, мнение;

проводить по самостоятельно составленному плану опыт, несложный эксперимент, небольшое исследование по установлению особенностей объекта изучения, причинно-следственных связей и зависимости объектов между собой;

оценивать на применимость и достоверность информацию, полученную в ходе исследования (эксперимента);

самостоятельно формулировать обобщения и выводы по результатам проведённого наблюдения, опыта, исследования, владеть инструментами оценки достоверности полученных выводов и обобщений;

прогнозировать возможное дальнейшее развитие процессов, событий и их последствия в аналогичных или сходных ситуациях, выдвигать предположения об их развитии в новых условиях и контекстах;

### 3) работа с информацией:

применять различные методы, инструменты и запросы при поиске и отборе информации или данных из источников с учётом предложенной учебной задачи и заданных критериев;

выбирать, анализировать, систематизировать и интерпретировать информацию различных видов и форм представления;

находить сходные аргументы (подтверждающие или опровергающие одну и ту же идею, версию) в различных информационных источниках;

самостоятельно выбирать оптимальную форму представления информации и иллюстрировать решаемые задачи несложными схемами, диаграммами, иной графикой и их комбинациями;

оценивать надёжность информации по критериям, предложенным педагогическим работником или сформулированным самостоятельно;

эффективно запоминать и систематизировать информацию.

Овладение системой универсальных учебных познавательных действий обеспечивает сформированность когнитивных навыков у обучающихся.

*Овладение универсальными учебными коммуникативными действиями:*

#### 1) общение:

воспринимать и формулировать суждения, выражать эмоции в соответствии с целями и условиями общения;

выражать себя (свою точку зрения) в устных и письменных текстах;

распознавать невербальные средства общения, понимать значение социальных знаков, знать и распознавать предпосылки конфликтных ситуаций и смягчать конфликты, вести переговоры;

понимать намерения других, проявлять уважительное отношение к собеседнику и в корректной форме формулировать свои возражения;

в ходе диалога и(или) дискуссии задавать вопросы по существу обсуждаемой темы и высказывать идеи, нацеленные на решение задачи и поддержание благожелательности общения;

сопоставлять свои суждения с суждениями других участников диалога, обнаруживать различие и сходство позиций;

публично представлять результаты выполненного опыта (эксперимента, исследования, проекта);

самостоятельно выбирать формат выступления с учётом задач презентации и особенностей аудитории и в соответствии с ним составлять устные и письменные тексты с использованием иллюстративных материалов;

## 2) совместная деятельность:

понимать и использовать преимущества командной и индивидуальной работы при решении конкретной проблемы, обосновывать необходимость применения групповых форм взаимодействия при решении поставленной задачи;

принимать цель совместной деятельности, коллективно строить действия по её достижению: распределять роли, договариваться, обсуждать процесс и результат совместной работы;

уметь обобщать мнения нескольких людей, проявлять готовность руководить, выполнять поручения, подчиняться;

планировать организацию совместной работы, определять свою роль (с учётом предпочтений и возможностей всех участников взаимодействия), распределять задачи между членами команды, участвовать в групповых формах работы (обсуждения, обмен мнениями, мозговые штурмы и иные);

выполнять свою часть работы, достигать качественного результата по своему направлению и координировать свои действия с другими членами команды;

оценивать качество своего вклада в общий продукт по критериям, самостоятельно сформулированным участниками взаимодействия;



сравнивать результаты с исходной задачей и вклад каждого члена команды в достижение результатов, разделять сферу ответственности и проявлять готовность к предоставлению отчёта перед группой.

Овладение системой универсальных учебных коммуникативных действий обеспечивает сформированность социальных навыков и эмоционального интеллекта обучающихся.

*Овладение универсальными учебными регулятивными действиями:*

1) самоорганизация:

выявлять проблемы для решения в жизненных и учебных ситуациях;

ориентироваться в различных подходах принятия решений (индивидуальное, принятие решения в группе, принятие решений группой);

самостоятельно составлять алгоритм решения задачи (или его часть), выбирать способ решения учебной задачи с учётом имеющихся ресурсов и собственных возможностей, аргументировать предлагаемые варианты решений;

составлять план действий (план реализации намеченного алгоритма решения), корректировать предложенный алгоритм с учётом получения новых знаний об изучаемом объекте;

делать выбор и брать ответственность за решение;

2) самоконтроль:

владеть способами самоконтроля, самомотивации и рефлексии;

давать адекватную оценку ситуации и предлагать план её изменения;

учитывать контекст и предвидеть трудности, которые могут возникнуть при решении учебной задачи, адаптировать решение к меняющимся обстоятельствам;

объяснять причины достижения (недостижения) результатов деятельности, давать оценку приобретённому опыту, уметь находить позитивное в произошедшей ситуации;

вносить коррективы в деятельность на основе новых обстоятельств, изменившихся ситуаций, установленных ошибок, возникших трудностей;

оценивать соответствие результата цели и условиям;

3) эмоциональный интеллект:

различать, называть и управлять собственными эмоциями и эмоциями других;

выявлять и анализировать причины эмоций;

ставить себя на место другого человека, понимать мотивы и намерения другого;

регулировать способ выражения эмоций;

4) принятие себя и других:

осознанно относиться к другому человеку, его мнению;

признавать своё право на ошибку и такое же право другого;

принимать себя и других, не осуждая;

открытость себе и другим;

осознавать невозможность контролировать всё вокруг.

Овладение системой универсальных учебных регулятивных действий обеспечивает формирование смысловых установок личности (внутренняя позиция личности) и жизненных навыков личности (управления собой, самодисциплины, устойчивого поведения).

## ПРЕДМЕТНЫЕ РЕЗУЛЬТАТЫ

Предметные результаты по учебному предмету «Иностранный (английский) язык» предметной области «Иностранные языки» ориентированы на применение знаний, умений и навыков в учебных ситуациях и реальных жизненных условиях, должны отражать сформированность иноязычной коммуникативной компетенции на допороговом уровне в совокупности её составляющих — речевой, языковой, социокультурной, компенсаторной, метапредметной (учебно-познавательной).

### 5 класс

1) владеть основными видами речевой деятельности:

**говорение:** *вести разные виды диалогов* (диалог этикетного характера, диалог — побуждение к действию, диалог-расспрос) в рамках тематического содержания речи в стандартных ситуациях неофициального общения с вербальными и/или зрительными опорами, с соблюдением норм речевого этикета, принятого в стране/странах изучаемого языка (до 5 реплик со стороны каждого собеседника);

*создавать разные виды монологических высказываний* (описание, в том числе характеристика; повествование/сообщение) с вербальными и/или зрительными опорами в рамках тематического содержания речи (объём монологического высказывания — 5—6 фраз); *излагать* основное содержание прочитанного текста с вербальными и/или зрительными опорами (объём — 5—6 фраз); кратко *излагать* результаты выполненной проектной работы (объём — до 6 фраз);

**аудирование:** *воспринимать на слух и понимать* несложные адаптированные аутентичные тексты, содержащие отдельные незнакомые слова, со зрительными опорами или без опоры с разной глубиной проникновения в их содержание в зависимости от поставленной коммуникативной задачи: с пониманием основного содержания, с пониманием запрашиваемой информации (время звучания текста/текстов для аудирования — до 1 минуты);

**смысловое чтение:** *читать про себя и понимать* несложные адаптированные аутентичные тексты, содержащие отдельные незнакомые слова, с различной глубиной проникновения в их содержание в зависимости от поставленной коммуникативной задачи: с пониманием основного содержания, с пониманием запрашиваемой информации (объём текста/текстов для чтения — 180—200 слов); читать про себя несплошные тексты (таблицы) и понимать представленную в них информацию;

**письменная речь:** *писать* короткие поздравления с праздниками; заполнять анкеты и формуляры, сообщая о себе основные сведения, в соответствии с нормами, принятыми в стране/странах изучаемого языка; *писать* электронное сообщение личного характера, соблюдая речевой этикет, принятый в стране/странах изучаемого языка (объём сообщения — до 60 слов);

2) *владеть фонетическими навыками:* различать на слух и адекватно, без ошибок, ведущих к сбою коммуникации, произносить слова с правильным ударением и фразы с соблюдением их ритмико-интонационных особенностей, в том числе применять правила отсутствия фразового ударения на служебных словах; *выразительно читать вслух* небольшие адаптированные аутентичные тексты объёмом до 90 слов, построенные на изученном языковом материале, с соблюдением правил чтения и соответствующей интонацией, демонстрируя понимание содержания текста; читать новые слова согласно основным правилам чтения;

*владеть орфографическими* навыками: правильно *писать* изученные слова;

*владеть пунктуационными* навыками: *использовать* точку, вопросительный и восклицательный знаки в конце предложения, запятую при перечислении и обращении, апостроф; пунктуационно правильно оформлять электронное сообщение личного характера;

3) *распознавать* в звучащем и письменном тексте 675 лексических единиц (слов, словосочетаний, речевых клише) и пра-

вильно *употреблять* в устной и письменной речи 625 лексических единиц (включая 500 лексических единиц, освоенных в начальной школе), обслуживающих ситуации общения в рамках отобранного тематического содержания, с соблюдением существующей нормы лексической сочетаемости;

*распознавать и употреблять* в устной и письменной речи родственные слова, образованные с использованием аффиксации: имена существительные с суффиксами -er/-or, -ist, -sion/-tion; имена прилагательные с суффиксами -ful, -ian/-an; наречия с суффиксом -ly; имена прилагательные, имена существительные и наречия с отрицательным префиксом un-;

*распознавать и употреблять* в устной и письменной речи изученные синонимы и интернациональные слова;

4) *знать и понимать* особенности структуры простых и сложных предложений английского языка; различных коммуникативных типов предложений английского языка;

*распознавать* в письменном и звучащем тексте и *употреблять* в устной и письменной речи:

- предложения с несколькими обстоятельствами, следующими в определённом порядке;
- вопросительные предложения (альтернативный и разделительный вопросы в Present/Past/Future Simple Tense);
- глаголы в видо-временных формах действительного залога в изъявительном наклонении в Present Perfect Tense в повествовательных (утвердительных и отрицательных) и вопросительных предложениях;
- имена существительные во множественном числе, в том числе имена существительные, имеющие форму только множественного числа;
- имена существительные с причастиями настоящего и прошедшего времени;
- наречия в положительной, сравнительной и превосходной степенях, образованные по правилу, и исключения;

5) *владеть* социокультурными знаниями и умениями:

- *использовать* отдельные социокультурные элементы речевого поведенческого этикета в стране/странах изучаемого языка в рамках тематического содержания;
- *знать/понимать и использовать* в устной и письменной речи наиболее употребительную лексику, обозначающую фоновую лексику и реалии страны/стран изучаемого языка в рамках тематического содержания речи;

- *правильно оформлять* адрес, писать фамилии и имена (свои, родственников и друзей) на английском языке (в анкете, формуляре);
- *обладать базовыми знаниями* о социокультурном портрете родной страны и страны/стран изучаемого языка;
- *кратко представлять* Россию и страны/стран изучаемого языка;

6) *владеть* компенсаторными умениями: использовать при чтении и аудировании языковую догадку, в том числе контекстуальную; игнорировать информацию, не являющуюся необходимой для понимания основного содержания прочитанного/прослушанного текста или для нахождения в тексте запрашиваемой информации;

7) участвовать в несложных учебных проектах с использованием материалов на английском языке с применением ИКТ, соблюдая правила информационной безопасности при работе в сети Интернет;

8) использовать иноязычные словари и справочники, в том числе информационно-справочные системы в электронной форме.

## **6 класс**

1) владеть основными видами речевой деятельности:

**говорение:** *вести разные виды диалогов* (диалог этикетного характера, диалог — побуждение к действию, диалог-расспрос) в рамках отобранного тематического содержания речи в стандартных ситуациях неофициального общения с вербальными и/или со зрительными опорами, с соблюдением норм речевого этикета, принятого в стране/странах изучаемого языка (до 5 реплик со стороны каждого собеседника);

*создавать разные виды монологических высказываний* (описание, в том числе характеристика; повествование/сообщение) с вербальными и/или зрительными опорами в рамках тематического содержания речи (объём монологического высказывания — 7—8 фраз); *излагать* основное содержание прочитанного текста с вербальными и/или зрительными опорами (объём — 7—8 фраз); *кратко излагать* результаты выполненной проектной работы (объём — 7—8 фраз);

**аудирование:** *воспринимать на слух и понимать* несложные адаптированные аутентичные тексты, содержащие отдельные незнакомые слова, со зрительными опорами или без опоры в зависимости от поставленной коммуникативной задачи: с пони-

манием основного содержания, с пониманием запрашиваемой информации (время звучания текста/текстов для аудирования — до 1,5 минут);

**смысловое чтение:** *читать про себя и понимать* несложные адаптированные аутентичные тексты, содержащие отдельные незнакомые слова, с различной глубиной проникновения в их содержание в зависимости от поставленной коммуникативной задачи: с пониманием основного содержания, с пониманием запрашиваемой информации (объём текста/текстов для чтения — 250—300 слов); *читать про себя* несплошные тексты (таблицы) и *понимать* представленную в них информацию; *определять* тему текста по заголовку;

**письменная речь:** *заполнять* анкеты и формуляры в соответствии с нормами речевого этикета, принятыми в стране/странах изучаемого языка, с указанием личной информации; *писать* электронное сообщение личного характера, соблюдая речевой этикет, принятый в стране/странах изучаемого языка (объём сообщения — до 70 слов); *создавать* небольшое письменное высказывание с опорой на образец, план, ключевые слова, картинку (объём высказывания — до 70 слов);

2) владеть **фонетическими навыками:** *различать на слух и адекватно*, без ошибок, ведущих к сбою коммуникации, *произносить* слова с правильным ударением и фразы с соблюдением их ритмико-интонационных особенностей, в том числе *применять правила* отсутствия фразового ударения на служебных словах; *выразительно читать вслух* небольшие адаптированные аутентичные тексты объёмом до 95 слов, построенные на изученном языковом материале, с соблюдением правил чтения и соответствующей интонацией, демонстрируя понимание содержания текста; *читать* новые слова согласно основным правилам чтения;

*владеть орфографическими* навыками: *правильно писать* изученные слова;

*владеть пунктуационными* навыками: *использовать* точку, вопросительный и восклицательный знаки в конце предложения, запятую при перечислении и обращении, апостроф; *пунктуационно правильно оформлять* электронное сообщение личного характера;

3) *распознавать* в звучащем и письменном тексте 800 лексических единиц (слов, словосочетаний, речевых клише) и *правильно употреблять* в устной и письменной речи 750 лексических единиц (включая 650 лексических единиц, освоенных ра-

нее), обслуживающих ситуации общения в рамках тематического содержания, с соблюдением существующей нормы лексической сочетаемости;

*распознавать и употреблять* в устной и письменной речи родственные слова, образованные с использованием аффиксации: имена существительные с помощью суффикса -ing; имена прилагательные с помощью суффиксов -ing, -less, -ive, -al;

*распознавать и употреблять* в устной и письменной речи изученные синонимы, антонимы и интернациональные слова;

*распознавать и употреблять* в устной и письменной речи различные средства связи для обеспечения целостности высказывания;

4) *знать и понимать* особенности структуры простых и сложных предложений английского языка; различных коммуникативных типов предложений английского языка;

*распознавать* в письменном и звучащем тексте и *употреблять* в устной и письменной речи:

- сложноподчинённые предложения с придаточными определительными с союзными словами who, which, that;
- сложноподчинённые предложения с придаточными времени с союзами for, since;
- предложения с конструкциями as ... as, not so ... as;
- глаголы в видо-временных формах действительного залога в изъявительном наклонении в Present/Past Continuous Tense;
- все типы вопросительных предложений (общий, специальный, альтернативный, разделительный вопросы) в Present/Past Continuous Tense;
- модальные глаголы и их эквиваленты (can/be able to, must/have to, may, should, need);
- слова, выражающие количество (little/a little, few/a few);
- возвратные, неопределённые местоимения some, any и их производные (somebody, anybody; something, anything, etc.) every и производные (everybody, everything, etc.) в повествовательных (утвердительных и отрицательных) и вопросительных предложениях;
- числительные для обозначения дат и больших чисел (100—1000);

5) *владеть* социокультурными знаниями и умениями:

- *использовать* отдельные социокультурные элементы речевого поведенческого этикета в стране/странах изучаемого языка в рамках тематического содержания речи;

- *знать/понимать и использовать* в устной и письменной речи наиболее употребительную лексику, обозначающую реалии страны/стран изучаемого языка в рамках тематического содержания речи;
- *обладать базовыми знаниями* о социокультурном портрете родной страны и страны/стран изучаемого языка;
- *кратко представлять* Россию и страну/страны изучаемого языка;

6) *владеть* компенсаторными умениями: *использовать* при чтении и аудировании языковую догадку, в том числе контекстуальную; игнорировать информацию, не являющуюся необходимой для понимания основного содержания прочитанного/прослушанного текста или для нахождения в тексте запрашиваемой информации;

7) *участвовать* в несложных учебных проектах с использованием материалов на английском языке с применением ИКТ, соблюдая правила информационной безопасности при работе в сети Интернет;

8) *использовать* иноязычные словари и справочники, в том числе информационно-справочные системы в электронной форме;

9) *достигать* взаимопонимания в процессе устного и письменного общения с носителями иностранного языка, с людьми другой культуры;

10) *сравнивать* (в том числе устанавливать основания для сравнения) объекты, явления, процессы, их элементы и основные функции в рамках изученной тематики.

## **7 класс**

1) *владеть* основными видами речевой деятельности:

**говорение:** *вести разные виды диалогов* (диалог этикетного характера, диалог — побуждение к действию, диалог-расспрос; комбинированный диалог, включающий различные виды диалогов) в рамках тематического содержания речи в стандартных ситуациях неофициального общения с вербальными и/или зрительными опорами, с соблюдением норм речевого этикета, принятого в стране/странах изучаемого языка (до 6 реплик со стороны каждого собеседника);

*создавать разные виды монологических высказываний* (описание, в том числе характеристика; повествование/сообщение) с вербальными и/или зрительными опорами в рамках тематического содержания речи (объём монологического высказыва-



ния — 8—9 фраз); *излагать* основное содержание прочитанного/прослушанного текста с вербальными и/или зрительными опорами (объём — 8—9 фраз); *кратко излагать* результаты выполненной проектной работы (объём — 8—9 фраз);

**аудирование:** *воспринимать на слух и понимать* несложные аутентичные тексты, содержащие отдельные незнакомые слова, в зависимости от поставленной коммуникативной задачи: с пониманием основного содержания, с пониманием запрашиваемой информации (время звучания текста/текстов для аудирования — до 1,5 минут);

**смысловое чтение:** *читать про себя и понимать* несложные аутентичные тексты, содержащие отдельные незнакомые слова, с различной глубиной проникновения в их содержание в зависимости от поставленной коммуникативной задачи: с пониманием основного содержания, с пониманием нужной/запрашиваемой информации, с полным пониманием информации, представленной в тексте в эксплицитной/явной форме (объём текста/текстов для чтения — до 350 слов); *читать про себя* несплошные тексты (таблицы, диаграммы) и *понимать* представленную в них информацию; *определять* последовательность главных фактов/событий в тексте;

**письменная речь:** *заполнять* анкеты и формуляры с указанием личной информации; *писать* электронное сообщение личного характера, соблюдая речевой этикет, принятый в стране/странах изучаемого языка (объём сообщения — до 90 слов); *создавать* небольшое письменное высказывание с опорой на образец, план, ключевые слова, таблицу (объём высказывания — до 90 слов);

2) **владеть фонетическими** навыками: *различать на слух* и адекватно, без ошибок, ведущих к сбою коммуникации, *произносить* слова с правильным ударением и фразы с соблюдением их ритмико-интонационных особенностей, в том числе применять правила отсутствия фразового ударения на служебных словах; *выразительно читать вслух* небольшие аутентичные тексты объёмом до 100 слов, построенные на изученном языковом материале, с соблюдением правил чтения и соответствующей интонацией; *читать* новые слова согласно основным правилам чтения;

**владеть орфографическими** навыками: *правильно писать* изученные слова;

**владеть пунктуационными** навыками: *использовать* точку, вопросительный и восклицательный знаки в конце предложе-

ния, запятую при перечислении и обращении, апостроф; пунктуационно правильно *оформлять* электронное сообщение личного характера;

3) *распознавать* в звучащем и письменном тексте 1000 лексических единиц (слов, словосочетаний, речевых клише) и правильно *употреблять* в устной и письменной речи 900 лексических единиц, обслуживающих ситуации общения в рамках тематического содержания, с соблюдением существующей нормы лексической сочетаемости;

*распознавать и употреблять* в устной и письменной речи родственные слова, образованные с использованием аффиксации: имена существительные с помощью суффиксов -ness, -ment; имена прилагательные с помощью суффиксов -ous, -ly, -у; имена прилагательные и наречия с помощью отрицательных префиксов in-/im-; сложные имена прилагательные путем соединения основы прилагательного с основой существительного с добавлением суффикса -ed (blue-eyed);

*распознавать и употреблять* в устной и письменной речи изученные синонимы, антонимы, многозначные слова, интернациональные слова; наиболее частотные фразовые глаголы;

*распознавать и употреблять* в устной и письменной речи различные средства связи в тексте для обеспечения логичности и целостности высказывания;

4) *знать и понимать* особенности структуры простых и сложных предложений и различных коммуникативных типов предложений английского языка;

*распознавать* в письменном и звучащем тексте и *употреблять* в устной и письменной речи:

- предложения со сложным дополнением (Complex Object);
- условные предложения реального (Conditional 0, Conditional I) характера;
- предложения с конструкцией to be going to + инфинитив и формы Future Simple Tense и Present Continuous Tense для выражения будущего действия;
- конструкцию used to + инфинитив глагола;
- глаголы в наиболее употребительных формах страдательного залога (Present/Past Simple Passive);
- предлоги, употребляемые с глаголами в страдательном залоге;
- модальный глагол might;
- наречия, совпадающие по форме с прилагательными (fast, high; early);

- местоимения *other/another, both, all, one*;
- количественные числительные для обозначения больших чисел (до 1 000 000);

5) *владеть* социокультурными знаниями и умениями:

*использовать* отдельные социокультурные элементы речевого поведенческого этикета, принятые в стране/странах изучаемого языка в рамках тематического содержания;

*знать/понимать и использовать* в устной и письменной речи наиболее употребительную тематическую фоновую лексику и реалии страны/стран изучаемого языка в рамках тематического содержания речи;

*обладать базовыми знаниями* о социокультурном портрете и культурном наследии родной страны и страны/стран изучаемого языка;

*кратко представлять* Россию и страну/страны изучаемого языка;

6) *владеть* компенсаторными умениями: использовать при чтении и аудировании языковую догадку, в том числе контекстуальную; при непосредственном общении — переспрашивать, просить повторить, уточняя значение незнакомых слов; игнорировать информацию, не являющуюся необходимой для понимания основного содержания прочитанного/прослушанного текста или для нахождения в тексте запрашиваемой информации;

7) *участвовать* в несложных учебных проектах с использованием материалов на английском языке с применением ИКТ, соблюдая правила информационной безопасности при работе в сети Интернет;

8) *использовать* иноязычные словари и справочники, в том числе информационно-справочные системы в электронной форме;

9) *достигать* взаимопонимания в процессе устного и письменного общения с носителями иностранного языка, с людьми другой культуры;

10) *сравнивать* (в том числе устанавливать основания для сравнения) объекты, явления, процессы, их элементы и основные функции в рамках изученной тематики.

## **8 класс**

1) *владеть* основными видами речевой деятельности:

**говорение:** *вести разные виды диалогов* (диалог этикетного характера, диалог — побуждение к действию, диалог-расспрос;

комбинированный диалог, включающий различные виды диалогов) в рамках тематического содержания речи в стандартных ситуациях неофициального общения с вербальными и/или зрительными опорами, с соблюдением норм речевого этикета, принятого в стране/странах изучаемого языка (до 7 реплик со стороны каждого собеседника);

*создавать разные виды монологических высказываний* (описание, в том числе характеристика; повествование/сообщение) с вербальными и/или зрительными опорами в рамках тематического содержания речи (объём монологического высказывания — до 9—10 фраз); *выражать и кратко аргументировать* своё мнение, *излагать* основное содержание прочитанного/прослушанного текста с вербальными и/или зрительными опорами (объём — 9—10 фраз); *излагать* результаты выполненной проектной работы (объём — 9—10 фраз);

**аудирование:** *воспринимать на слух и понимать* несложные аутентичные тексты, содержащие отдельные неизученные языковые явления, в зависимости от поставленной коммуникативной задачи: с пониманием основного содержания, с пониманием нужной/интересующей/запрашиваемой информации (время звучания текста/текстов для аудирования — до 2 минут); *прогнозировать* содержание звучащего текста по началу сообщения;

**смысловое чтение:** *читать про себя и понимать* несложные аутентичные тексты, содержащие отдельные неизученные языковые явления, с различной глубиной проникновения в их содержание в зависимости от поставленной коммуникативной задачи: с пониманием основного содержания, с пониманием нужной/интересующей/запрашиваемой информации, с полным пониманием содержания (объём текста/текстов для чтения — 350—500 слов); *читать несплошные тексты* (таблицы, диаграммы) и *понимать* представленную в них информацию; *определять* последовательность главных фактов/событий в тексте;

**письменная речь:** *заполнять* анкеты и формуляры, сообщая о себе основные сведения, в соответствии с нормами, принятыми в стране/странах изучаемого языка; *писать* электронное сообщение личного характера, соблюдая речевой этикет, принятый в стране/странах изучаемого языка (объём сообщения — до 110 слов); *создавать* небольшое письменное высказывание с опорой на образец, план, таблицу и/или прочитанный/прослушанный текст (объём высказывания — до 110 слов);

2) **владеть фонетическими** навыками: различать на слух и адекватно, без ошибок, ведущих к сбою коммуникации, произносить слова с правильным ударением и фразы с соблюдением их ритмико-интонационных особенностей, в том числе применять правила отсутствия фразового ударения на служебных словах; владеть правилами чтения и выразительно читать вслух небольшие тексты объёмом до 110 слов, построенные на изученном языковом материале, с соблюдением правил чтения и соответствующей интонацией, демонстрирующей понимание текста; читать новые слова согласно основным правилам чтения;

**владеть орфографическими** навыками: правильно писать изученные слова;

**владеть пунктуационными** навыками: использовать точку, вопросительный и восклицательный знаки в конце предложения, запятую при перечислении и обращении, апостроф; пунктуационно правильно оформлять электронное сообщение личного характера;

3) **распознавать** в звучащем и письменном тексте 1250 лексических единиц (слов, словосочетаний, речевых клише) и правильно **употреблять** в устной и письменной речи 1050 лексических единиц, обслуживающих ситуации общения в рамках тематического содержания, с соблюдением существующих норм лексической сочетаемости;

**распознавать и употреблять** в устной и письменной речи родственные слова, образованные с использованием аффиксации: имена существительные с помощью суффиксов -ity, -ship, -ance/-ence; имена прилагательные с помощью префикса inter-;

**распознавать и употреблять** в устной и письменной речи родственные слова, образованные с помощью конверсии (имя существительное от неопределённой формы глагола (to walk — a walk), глагол от имени существительного (a present — to present), имя существительное от прилагательного (rich — the rich);

**распознавать и употреблять** в устной и письменной речи изученные многозначные слова, синонимы, антонимы; наиболее частотные фразовые глаголы; сокращения и аббревиатуры;

**распознавать и употреблять** в устной и письменной речи различные средства связи в тексте для обеспечения логичности и целостности высказывания;

4) *знать и понимать* особенностей структуры простых и сложных предложений английского языка; различных коммуникативных типов предложений английского языка;

*распознавать* в письменном и звучащем тексте и *употреблять* в устной и письменной речи:

- предложения со сложным дополнением (Complex Object);
- все типы вопросительных предложений в Past Perfect Tense;
- повествовательные (утвердительные и отрицательные), вопросительные и побудительные предложения в косвенной речи в настоящем и прошедшем времени;
- согласование времён в рамках сложного предложения;
- согласование подлежащего, выраженного собирательным существительным (family, police), со сказуемым;
- конструкции с глаголами на -ing: to love/hate doing something;
- конструкции, содержащие глаголы-связки to be/to look/to feel/to seem;
- конструкции be/get used to do something; be/get used doing something;
- конструкцию both ... and ...;
- конструкции с глаголами to stop, to remember, to forget (пазница в значении to stop doing smth и to stop to do smth);
- глаголы в видо-временных формах действительного залога в изъявительном наклонении (Past Perfect Tense; Present Perfect Continuous Tense, Future-in-the-Past);
- модальные глаголы в косвенной речи в настоящем и прошедшем времени;
- неличные формы глагола (инфинитив, герундий, причастия настоящего и прошедшего времени);
- наречия too — enough;
- отрицательные местоимения no (и его производные nobody, nothing, etc.), none.

5) *владеть* социокультурными знаниями и умениями:

*осуществлять* межличностное и межкультурное общение, используя знания о национально-культурных особенностях своей страны и страны/стран изучаемого языка и освоив основные социокультурные элементы речевого поведенческого этикета в стране/странах изучаемого языка в рамках тематического содержания речи;

*кратко представлять* родную страну/малую родину и страну/страны изучаемого языка (культурные явления и события; достопримечательности, выдающиеся люди);

оказывать помощь зарубежным гостям в ситуациях повседневного общения (*объяснить* местонахождение объекта, сообщить возможный маршрут и т. д.);

6) *владеть* компенсаторными умениями: использовать при чтении и аудировании языковую, в том числе контекстуальную, догадку; при непосредственном общении — переспрашивать, просить повторить, уточняя значение незнакомых слов; игнорировать информацию, не являющуюся необходимой для понимания основного содержания прочитанного/прослушанного текста или для нахождения в тексте запрашиваемой информации;

7) *понимать* речевые различия в ситуациях официального и неофициального общения в рамках отобранного тематического содержания и использовать лексико-грамматические средства с их учётом;

8) уметь *рассматривать* несколько вариантов решения коммуникативной задачи в продуктивных видах речевой деятельности (говорении и письменной речи);

9) *участвовать* в несложных учебных проектах с использованием материалов на английском языке с применением ИКТ, соблюдая правила информационной безопасности при работе в сети Интернет;

10) *использовать* иноязычные словари и справочники, в том числе информационно-справочные системы в электронной форме;

11) *достигать* взаимопонимания в процессе устного и письменного общения с носителями иностранного языка, людьми другой культуры;

12) *сравнивать* (в том числе устанавливать основания для сравнения) объекты, явления, процессы, их элементы и основные функции в рамках изученной тематики.

## 9 класс

1) *владеть* основными видами речевой деятельности:

**говорение:** *вести* комбинированный диалог, включающий различные виды диалогов (диалог этикетного характера, диалог — побуждение к действию, диалог-расспрос); диалог — обмен мнениями в рамках тематического содержания речи в стандартных ситуациях неофициального общения с вербальными и/или зрительными опорами или без опор, с соблюдением норм речевого этикета, принятого в стране/странах изучаемого языка (до 6—8 реплик со стороны каждого собеседника);

*создавать* разные виды монологических высказываний (описание, в том числе характеристика; повествование/сообщение, рассуждение) с вербальными и/или зрительными опорами или без опор в рамках тематического содержания речи (объём монологического высказывания — до 10—12 фраз); *излагать* основное содержание прочитанного/прослушанного текста со зрительными и/или вербальными опорами (объём — 10—12 фраз); *излагать* результаты выполненной проектной работы; (объём — 10—12 фраз);

**аудирование:** *воспринимать на слух и понимать* несложные аутентичные тексты, содержащие отдельные неизученные языковые явления, в зависимости от поставленной коммуникативной задачи: с пониманием основного содержания, с пониманием нужной/интересующей/запрашиваемой информации (время звучания текста/текстов для аудирования — до 2 минут);

**смысловое чтение:** *читать про себя и понимать* несложные аутентичные тексты, содержащие отдельные неизученные языковые явления, с различной глубиной проникновения в их содержание в зависимости от поставленной коммуникативной задачи: с пониманием основного содержания, с пониманием нужной/интересующей/запрашиваемой информации, с полным пониманием содержания (объём текста/текстов для чтения — 500—600 слов); *читать про себя* несплошные тексты (таблицы, диаграммы) и *понимать* представленную в них информацию; *обобщать* и *оценивать* полученную при чтении информацию;

**письменная речь:** *заполнять* анкеты и формуляры, сообщая о себе основные сведения, в соответствии с нормами, принятыми в стране/странах изучаемого языка; *писать* электронное сообщение личного характера, соблюдая речевой этикет, принятый в стране/странах изучаемого языка (объём сообщения — до 120 слов); *создавать* небольшое письменное высказывание с опорой на образец, план, таблицу, прочитанный/прослушанный текст (объём высказывания — до 120 слов); *заполнять* таблицу, кратко фиксируя содержание прочитанного/прослушанного текста; *письменно представлять* результаты выполненной проектной работы (объём — 100—120 слов);

2) владеть **фонетическими** навыками: *различать на слух* и адекватно, без ошибок, ведущих к сбою коммуникации, *произносить* слова с правильным ударением и фразы с соблюдением их ритмико-интонационных особенностей, в том числе *при-*



*менять правила* отсутствия фразового ударения на служебных словах; *владеть* правилами чтения и выразительно *читать вслух* небольшие тексты объёмом до 120 слов, построенные на изученном языковом материале, с соблюдением правил чтения и соответствующей интонацией, демонстрируя понимание содержания текста; *читать* новые слова согласно основным правилам чтения.

*владеть орфографическими* навыками: правильно *писать* изученные слова;

*владеть пунктуационными* навыками: *использовать* точку, вопросительный и восклицательный знаки в конце предложения, запятую при перечислении и обращении, апостроф; пунктуационно правильно *оформлять* электронное сообщение личного характера;

3) *распознавать* в звучащем и письменном тексте 1350 лексических единиц (слов, словосочетаний, речевых клише) и правильно *употреблять* в устной и письменной речи 1200 лексических единиц, обслуживающих ситуации общения в рамках тематического содержания, с соблюдением существующей нормы лексической сочетаемости;

*распознавать и употреблять* в устной и письменной речи родственные слова, образованные с использованием аффиксации: глаголы с помощью префиксов *under-*, *over-*, *dis-*, *mis-*; имена прилагательные с помощью суффиксов *-able/-ible*; имена существительные с помощью отрицательных префиксов *in-/im-*; сложное прилагательное путём соединения основы числительного с основой существительного с добавлением суффикса *-ed* (*eight-legged*); сложное существительное путём соединения основ существительного с предлогом (*mother-in-law*); сложное прилагательное путём соединения основы прилагательного с основой причастия I (*nice-looking*); сложное прилагательное путём соединения наречия с основой причастия II (*well-behaved*); глагол от прилагательного (*cool — to cool*);

*распознавать и употреблять* в устной и письменной речи изученные синонимы, антонимы, интернациональные слова; наиболее частотные фразовые глаголы; сокращения и аббревиатуры;

*распознавать и употреблять* в устной и письменной речи различные средства связи в тексте для обеспечения логичности и целостности высказывания;

4) *знать и понимать* особенности структуры простых и сложных предложений и различных коммуникативных типов предложений английского языка;

*распознавать* в письменном и звучащем тексте и *употреблять* в устной и письменной речи:

- предложения со сложным дополнением (Complex Object) (I want to have my hair cut.);
- предложения с I wish;
- условные предложения нереального характера (Conditional II);
- конструкцию для выражения предпочтения I prefer .../I'd prefer .../I'd rather ...;
- предложения с конструкцией either ... or, neither ... nor;
- формы страдательного залога Present Perfect Passive;
- порядок следования имён прилагательных (nice long blond hair);

5) *владеть* социокультурными знаниями и умениями:

*знать/понимать и использовать* в устной и письменной речи наиболее употребительную тематическую фоновую лексику и реалии страны/стран изучаемого языка в рамках тематического содержания речи (основные национальные праздники, обычаи, традиции);

*выражать* модальные значения, чувства и эмоции;

*иметь* элементарные представления о различных вариантах английского языка;

*обладать* базовыми знаниями о социокультурном портрете и культурном наследии родной страны и страны/стран изучаемого языка; *уметь представлять* Россию и страну/страны изучаемого языка; *оказывать помощь* зарубежным гостям в ситуациях повседневного общения;

6) *владеть* компенсаторными умениями: использовать при говорении переспрос; использовать при говорении и письме перифраз/толкование, синонимические средства, описание предмета вместо его названия; при чтении и аудировании — языковую догадку, в том числе контекстуальную; игнорировать информацию, не являющуюся необходимой для понимания основного содержания прочитанного/прослушанного текста или для нахождения в тексте запрашиваемой информации;

7) *уметь рассматривать* несколько вариантов решения коммуникативной задачи в продуктивных видах речевой деятельности (говорении и письменной речи);

8) *участвовать* в несложных учебных проектах с использованием материалов на английском языке с применением ИКТ, соблюдая правила информационной безопасности при работе в сети Интернет;

9) *использовать* иноязычные словари и справочники, в том числе информационно-справочные системы в электронной форме;

10) *достигать взаимопонимания* в процессе устного и письменного общения с носителями иностранного языка, людьми другой культуры;

11) *сравнивать* (в том числе устанавливать основания для сравнения) объекты, явления, процессы, их элементы и основные функции в рамках изученной тематики.

## ТЕМАТИЧЕСКОЕ ПЛАНИРОВАНИЕ

Количество учебных часов на тему (раздел «Тематическое содержание речи») обозначено условно и может варьироваться по усмотрению учителя, при условии, что общее количество часов сохраняется. Время, формируемое участниками образовательных отношений может быть использовано для организации самостоятельной работы (включая работу с цифровыми образовательными ресурсами), для подготовки учебных проектов, проведения промежуточного и итогового контроля и т. д.

Набор тем общения, указанных в «Тематическом содержании речи» обязателен, однако их последовательность может варьироваться.

### 5 класс (102 часа)

№	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	Моя семья. Мои друзья. Семейные праздники (день рождения, Новый год) (10 часов)	Изученные лексические единицы (слова, словосочетания, реплики-клише). Образование имён существительных при помощи суффиксов -er/-or, -ist, -sion/-tion. Образование имён прилагательных при помощи суффиксов -ful, -ian/-an. Образование наречий при помощи суффикса -ly.	<b>Диалогическая речь</b> Начинать, поддерживать и заканчивать разговор, в том числе по телефону; поздравлять с праздником и вежливо реагировать на поздравление; выражать благодарность. Обращаться с просьбой, вежливо соглашаться/не соглашаться выполнить просьбу; приглашать собеседника к совместной деятельности, вежливо соглашаться/не соглашаться на предложение собеседника. Сообщать фактическую информацию, отвечая на вопросы разных видов; запрашивать интересующую информацию.

Рабочая программа

		<p>Образование имён прилагательных, имён существительных и наречий при помощи отрицательного префикса <i>un-</i>. Предложения с несколькими обстоятельствами, следующими в определённом порядке. Вопросительные предложения: альтернативный и разделительный вопросы в Present/Past/Future Simple Tense. Глаголы в видо-временных формах действительного залога в изъявительном наклонении в Present Perfect Tense в повествовательных (утвердительных и отрицательных) и вопросительных предложениях. Имена существительные, имеющие форму только множественного числа. Имена существительные с причастиями настоящего и прошедшего времени. Наречия в положительной, сравнительной и превосходной степенях, образо-</p>	<p><i>Составлять диалог в соответствии с поставленной коммуникативной задачей с опорой на образцы; на ключевые слова, речевые ситуации и/или иллюстрации, фотографии.</i> <b>Монологическая речь</b> Высказываться о фактах, событиях, используя основные типы речи (описание/характеристика, повествование) с опорой на ключевые слова, план, вопросы и/или иллюстрации, фотографии. <i>Описывать объект, человека/литературного персонажа по определённой схеме.</i> Передавать содержание прочитанного текста с опорой на вопросы, план, ключевые слова и/или иллюстрации, фотографии. Кратко излагать результаты выполненной проектной работы. <i>Работать индивидуально и в группе при выполнении проектной работы.</i> <b>Аудирование</b> Понимать речь учителя по ведению урока. Распознавать на слух и понимать связанное высказывание учителя, одноклассника, построенное на знакомом языковом материале. Вербально/невербально реагировать на услышанное. Воспринимать на слух и понимать основное содержание несложных аутентичных текстов, содержащие отдельные незнакомые слова. <i>Определять тему прослушанного текста.</i> Воспринимать на слух и понимать запрашиваемую информацию, представленную в явном виде, в несложных аутентичных текстах, содержащих отдель-</p>
2	Внешность и характер человека/литературного персонажа. (7 часов)		
3	Досуг и увлечения/хобби современного подростка (чтение, кино, спорт).		

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	(10 часов)	ванные по правилу и исключения.	ные незнакомые слова. Использовать языковую догадку при восприятии на слух текстов, содержащих незнакомые слова. Игнорировать незнакомые слова, не мешающие понимать содержание текста. <b>Смысловое чтение</b> Читать про себя и понимать основное содержание несложных адаптированных аутентичных текстов, содержащие отдельные незнакомые слова. <i>Определять тему прочитанного текста. Устанавливать логическую последовательность основных фактов.</i> <i>Соотносить текст/части текста с иллюстрациями.</i>
4	Здоровый образ жизни: режим труда и отдыха. Здоровое питание (10 часов)		Читать про себя и находить в несложных адаптированных аутентичных текстах, содержащих отдельные незнакомые слова запрашиваемую информацию, представленную в явном виде. <i>Использование внешних формальных элементов текста (подзаголовки, иллюстрации, сноски) для понимания основного содержания прочитанного текста.</i>
5	Покупки: одежда, обувь и продукты питания (7 часов)		Догадываться о значении незнакомых слов по сходству с русским языком, по словообразовательным
6	Школа, школьная жизнь, школьная форма, изучаемые предметы. Переписка с зарубежными сверстниками (15 часов)		Догадываться о значении незнакомых слов по сходству с русским языком, по словообразовательным

7	Каникулы в различное время года. Виды отдыха (7 часов)	<p>элементам, по контексту.</p> <p>Понимать интернациональные слова в контексте.</p> <p>Игнорировать незнакомые слова, не мешающие понимать основное содержание текста.</p> <p><i>Пользоваться сносками и лингвострановедческим справочником.</i></p> <p><i>Находить значение отдельных незнакомых слов в двуязычном словаре учебника.</i></p> <p>Читать про себя и понимать запрашиваемую информацию, представленную в несплошных текстах (таблице).</p> <p><i>Работать с информацией, представленной в разных формах (текст, рисунок, таблица).</i></p>
8	Природа: дикие и домашние животные. Погода (10 часов)	<p><b>Письменная речь</b></p> <p>Списывать текст и выписывать из него слова, словосочетания, предложения в соответствии с решаемой коммуникативной задачей;</p> <p>Восстанавливать предложение, текст в соответствии с решаемой учебной задачей.</p> <p>Писать поздравления с праздниками (с Новым годом, Рождеством, днём рождения) с выражением пожеланий;</p> <p>Заполнять анкеты и формуляры: сообщать о себе основные сведения (имя, фамилия, возраст, страна проживания, любимое занятие и т. д.).</p> <p>Писать электронное сообщение личного характера: сообщать краткие сведения о себе и запрашивать аналогичную информацию о друге по переписке; выражать благодарность.</p> <p><i>Фиксировать нужную информацию.</i></p>
9	Родной город/ село. Транспорти (10 часов)	
10	Родная страна и страна/страны изучаемого языка. Их географическое положение, столицы, достопримечательности, культурные особенности (национальные праздники, традиции, обычаи) (10 часов)	

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11	<p>Выдающиеся люди родной страны и страны/ стран изучаемого языка: писатели, поэты (6 часов)</p> <p>Итого: 102 часа</p>		<p><b>Фонетическая сторона речи</b>  Различать на слух и адекватно произносить все звуки английского языка, соблюдая нормы произнесения звуков. Соблюдать правильное ударение в изолированном слове, фразе.  Соблюдать правило отсутствия ударения на служебных словах (артиклах, союзах, предлогах).  Различать коммуникативный тип предложения по его интонации.  Членить предложение на смысловые группы</p> <p><b>Орфография и пунктуация</b>  Правильно писать изученные слова.  Вставлять пропущенные буквы в слове.  Правильно расставлять знаки препинания: запятую при перечислении и обращении; апостроф (в сокращенных формах глаголов (глагола-связки, вспомогательного и модального); в притяжательном падеже имен существительных / <i>Possessive Case</i>).  Правильно ставить знаки препинания в конце предложения: точку в конце повествовательного предложения, вопросительный знак в конце вопросительного предложения, восклицательный знак в конце восклицательного предложения. Расставлять в электронном сообщении личного характера знаки препинания,</p>



			<p>диктуемые его форматом, в соответствии с нормами, принятыми в стране/странах изучаемого языка.</p> <p><b>Лексическая сторона речи</b></p> <p>Узнавать в устном и письменном тексте и употреблять в речи изученные лексические единицы (слова, словосочетания, речевые клише); интернациональные слова, синонимы.</p> <p>Узнавать простые словообразовательные элементы (суффиксы, префиксы).</p> <p>Группировать слова по их тематической принадлежности.</p> <p>Опираясь на языковую догадку в процессе чтения и аудирования (интернациональные слова, слова, образованные путем аффиксации).</p> <p><b>Грамматическая сторона речи</b></p> <p>Воспроизводить основные коммуникативные типы предложений. Соблюдать порядок слов в предложении.</p> <p>Использовать в речи предложения с простым глагольным, составным именным и составным глагольным сказуемыми.</p> <p>Распознавать и употреблять в устной и письменной речи изученные морфологические формы и синтаксические конструкции английского языка в рамках тематического содержания речи в соответствии с решаемой коммуникативной задачей (см. левую колонку таблицы).</p> <p><i>Распознавать в письменном тексте и дифференцировать слова по определённым признакам (существительные, прилагательные, смысловые глаголы).</i></p>
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			<p><b>Социокультурные знания и умения</b></p> <p>Использовать отдельные социокультурные элементы речевого поведенческого этикета в стране/странах изучаемого языка в отобранных ситуациях общения («В семье», «В школе», «На улице»).</p> <p>Понимать и использовать в устной и письменной речи наиболее употребительную тематическую фоновую лексику и реалии в рамках отобранного тематического содержания.</p> <p>Владеть базовыми знаниями о социокультурном портрете родной страны и страны/стран изучаемого языка.</p> <p>Правильно оформлять свой адрес на английском языке (в анкете, в формуляре).</p> <p>Кратко представлять Россию; некоторые культурные явления родной страны и страны/стран изучаемого языка.</p> <p><i>Находить сходство и различие в традициях родной страны и страны/стран изучаемого языка.</i></p> <p><i>Систематизировать и анализировать полученную информацию.</i></p>

**6 класс (102 часа)**

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1	Взаимоотношения в семье и с друзьями. Семейные праздники (10 часов)	<p>Изученные лексические единицы (слова, словосочетания, реплики-клише).</p> <p>Изученные синонимы, антонимы и интернациональные слова.</p> <p>Имена существительные образованные при помощи суффикса -ing.</p> <p>Имена прилагательные, образованные при помощи суффиксов -al, -ing, -less, -ive.</p> <p>Сложноподчинённые предложения с придаточными определительными с союзными словами who, which, that.</p> <p>Сложноподчинённые предложения с придаточными времени союзами for, since.</p> <p>Предложения с конструкциями as ... as, not so ... as.</p>	<p><b>Диалогическая речь</b></p> <p>Начинать, поддерживать и заканчивать разговор; вежливо переспрашивать; поздравлять с праздником, выражать пожелания и вежливо реагировать на пожелание; выражать благодарность.</p> <p>Обращаться с просьбой, вежливо соглашаться/не соглашаться выполнить просьбу; приглашать собеседника к совместной деятельности, вежливо соглашаться/не соглашаться на предложение собеседника, объясняя причину своего решения.</p> <p>Сообщать фактическую информацию, отвечая на вопросы разных видов; выражать своё отношение к обсуждаемым фактам и событиям; запрашивать интересующую информацию; переходить с позиции спрашивающего на позицию отвечающего и наоборот.</p> <p><i>Составлять диалог в соответствии с поставленной коммуникативной задачей/с опорой на образец, опорой на речевые ситуации, ключевые слова, и/или иллюстрации, фотографии.</i></p> <p><b>Монологическая речь</b></p> <p>Высказываться о фактах, событиях, используя основные типы речи (описание/характеристика, повествование) с опорой на ключевые слова, план, вопросы, таблицу и/или иллюстрации, фотографии.</p>

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		<p>Глаголы в видо-временных формах действительного залога в изъявительном наклонении в Past Continuous Tense.</p> <p>Все типы вопросительных предложений (общий, специальный, альтернативный, разделительный вопросы) в Past Continuous Tense.</p> <p>Модальные глаголы и их эквиваленты (can/be able to, must/have to, may, should, need).</p> <p>Слова, выражающие количество (little/a little, few/a few).</p> <p>Возвратные, неопределённые местоимения some, any и их производные (somebody, anybody; something, anything, etc.) every и производные</p>	<p><i>Описывать объект, человека/ литературного персонажа по определённой схеме.</i></p> <p>Передавать содержание прочитанного текста с опорой на вопросы, план, ключевые слова и/или иллюстрации, фотографии.</p> <p>Кратко излагать результаты выполненной проектной работы.</p> <p><i>Работать индивидуально и в группе при выполнении проектной работы.</i></p> <p><b>Аудирование</b></p> <p>Понимать речь учителя по ведению урока.</p> <p>Распознавать на слух и понимать связанное высказывание учителя, одноклассника, построенное на знакомом языковом материале и/или содержащее некоторые незнакомые слова.</p> <p>Использовать переспрос или просьбу для уточнения отдельных деталей.</p> <p>Вербально/невербально реагировать на услышанное.</p> <p>Воспринимать на слух и понимать основное содержание несложных аутентичных текстов, содержащих отдельные незнакомые слова.</p> <p><i>Определять тему, прослушанного текста. Выделять главные факты, опуская второстепенные.</i></p>
2	Внешность и характер человека/литературного персонажа (7 часов)		
3	Досуг и увлечения/хобби современного подростка (чтение, кино, театр, спорт) (10 часов)		

4	Здоровый образ жизни. Режим труда и отдыха, фитнес, сбалансированное питание (10 часов)	(everybody, everything, etc.) в повествовательных (утвердительных и отрицательных) и вопросительных предложениях. Числительные для обозначения дат и больших чисел (100—1000)	<p>Воспринимать на слух и понимать запрашиваемую информацию, представленную в явном виде, в сложных аутентичных текстах, содержащих отдельные незнакомые слова. <i>Использовать языковую, в том числе контекстуальную, догадку при восприятии на слух текстов, содержащих незнакомые слова.</i></p> <p>Игнорировать незнакомые слова, не мешающие понимать содержание текста.</p> <p><b>Смысловое чтение</b></p> <p>Читать про себя и понимать основное содержание сложных адаптированных аутентичных текстов, содержащих отдельные незнакомые слова. <i>Определять тему прочитанного текста. Прогнозировать содержание текста по заголовку/ началу текста.</i></p> <p>Читать про себя и находить в несложных адаптированных аутентичных текстах, содержащих отдельные незнакомые слова запрашиваемую информацию, представленную в явном и в неявном виде. <i>Соотнести текст/часть текста с иллюстрациями</i></p> <p><i>Осознавать цель чтения и выбирать в соответствии с ней нужный вид чтения (с пониманием основного содержания, с выборочным пониманием запрашиваемой информации).</i></p> <p><i>Использование внешних формальных элементов текста (подзаголовки, иллюстрации, сноски) для понимания основного содержания прочитанного текста.</i></p>
5	Покупки: одежда, обувь и продукты питания (8 часов)		
6	Школа. Школьная жизнь, школьная форма, изучаемые предметы, любимый предмет, правила поведения в школе. Переписка с зарубежными сверстниками (10 часов)		

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7	Каникулы в различное время года. Виды отдыха (10 часов)		Догадываться о значении незнакомых слов по сходству с русским языком, по словообразовательным элементам, по контексту. Понимать интернациональные слова в контексте. Игнорировать незнакомые слова, не мешающие понимать основное содержание текста. <i>Пользоваться сносками и лингвострановедческим справочником.</i> <i>Находить значение незнакомых слов в двуязычном словаре учебника.</i>
8	Природа: дикие и домашние животные. Климат, погода (7 часов)		Читать про себя и понимать запрашиваемую информацию, представленную в неплотных текстах (таблице, диаграмме). <i>Работать с информацией, представленной в разных форматах (текст, рисунок, таблица).</i> <b>Письменная речь</b> Восстанавливать предложение, текст в соответствии с решаемой учебной/коммуникативной задачей. Заполнять анкеты и формуляры: сообщать о себе основные сведения. Писать электронное сообщение личного характера: сообщать краткие сведения о себе и запрашивать аналогичную информацию о друге по переписке; выражать благодарность, извинения.
9	Жизнь в городе/сельской местности. Описание родного города/села. Транспорт (10 часов)		
10	Родная страна и страна/страны изучаемого языка. Их географическое		

<p>положение, столицы, население; официальные языки; достопримечательности; культурные особенности (национальные праздники, традиции, обычаи) (10 часов)</p>	
<p>11 Выдающиеся люди родной страны/ стран изучаемого языка: учёные, писатели, поэты (10 часов)  Итого: 102 часа</p>	<p>Писать небольшое письменное высказывание с опорой на образец, план, иллюстрацию. <i>Фиксировать нужную информацию.</i> <b>Фонетическая сторона речи</b> Различать на слух и адекватно произносить все звуки английского языка, соблюдая нормы произнесения звуков. Соблюдать правильное ударение в изолированном слове, фразе. Соблюдать правило отсутствия ударения на служебных словах (артиклах, союзах, предлогах). <i>Сравнивать и анализировать буквосочетания английского языка и их транскрипцию.</i> Различать коммуникативный тип предложения по его интонации. Членить предложение на смысловые группы. Корректно произносить предложения с точки зрения их ритмико-интонационных особенностей (побудительное предложение; общий, специальный, альтернативный и разделительный вопросы). Соблюдать интонацию перечисления. Воспроизводить слова по транскрипции. Читать вслух небольшие аутентичные тексты, построенные на изученном языковом материале, с соблюдением правил чтения и соответствующей интонацией, демонстрируя понимание текста. <b>Орфография и пунктуация</b> Правильно писать изученные слова. Соотносить графический образ слова с его звуковым образом. Правильно расставлять знаки препинания: запятую при перечислении и обращении; апостроф; точку,</p>

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			<p>вопросительный и восклицательный знаки и в конце предложения.</p> <p>Расставлять в электронном сообщении личного характера знаки препинания, диктуемые его форматом, в соответствии с нормами, принятыми в стране изучаемого языка.</p> <p><b>Лексическая сторона речи</b></p> <p>Узнавать в устном и письменном тексте и употреблять в речи изученные лексические единицы (слова, словосочетания, речевые клише); интернациональные слова, синонимы, антонимы в соответствии с ситуацией общения.</p> <p>Узнавать простые словообразовательные элементы (суффиксы, префиксы).</p> <p>Опираясь на языковую догадку в процессе чтения и аудирования (интернациональные слова, слова, образованные путем аффиксации).</p> <p>Распознавать и употреблять различные средства связи для обеспечения логичности и целостности высказывания.</p> <p><b>Грамматическая сторона речи</b></p> <p>Воспроизводить основные коммуникативные типы предложений. Соблюдать порядок слов в предложении.</p>



			<p>Распознавать и употреблять в устной и письменной речи изученные морфологические формы и синтаксические конструкции английского языка в рамках тематического содержания речи в соответствии с решаемой коммуникативной задачей (см. левую колонку таблицы).</p> <p><i>Распознавать в письменном тексте и дифференцировать слова по определённым признакам (существительные, прилагательные, смысловые глаголы).</i></p> <p><b>Социокультурные знания и умения</b></p> <p>Использовать отдельные социокультурные элементы речевого поведенческого этикета в стране/странах изучаемого языка в оговорённых ситуациях общения («Дома», «В магазине», «У врача» и др.);  Знать и использовать в устной и письменной речи наиболее употребительную тематическую фоновую лексику и реалии в рамках тематического содержания речи.</p> <p>Владеть базовыми знаниями о социокультурном портрете родной страны и страны/ стран изучаемого языка.</p> <p>Уметь представлять Россию и страну/ страны изучаемого языка (культурные явления; наиболее известные достопримечательности; национальные праздники; традиции в проведении досуга и питания);  Уметь рассказывать о выдающихся людях родной страны и страны/ стран изучаемого языка.</p> <p><i>Находить сходство и различие в традициях родной страны и страны/ стран изучаемого языка.</i></p> <p><i>Систематизировать и анализировать полученную информацию.</i></p>
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**7 класс (102 часа)**

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1	<p>Взаимоотношения в семье и с друзьями. Семейные праздники. Обязанности по дому (10 часов)</p>	<p>Изученные лексические единицы (слова, словосочетания, реплики-клише). Многочленные лексические единицы. Синонимы. Антонимы. Интернациональные слова. Наиболее частотные фразовые глаголы. Различные средства связи для обеспечения логичности и целостности. Имена существительные, образованные с помощью суффиксов: -ness, -ment. Имена прилагательные, образованные с помощью суффиксов: ly, -ous, -y. Имена прилагательные и наречия, образованные с помощью префиксов: in-/im-. Сложные прилагательные,</p>	<p><b>Диалогическая речь</b> Составлять комбинированный диалог, включающий различные виды диалога, в соответствии с поставленной коммуникативной задачей/с опорой на образец, опорой на речевые ситуации, ключевые слова, и/или иллюстрации, фотографии. <b>Монологическая речь</b> Высказываться о фактах, событиях, используя основные типы речи (описание/характеристика, повествование/сообщение) сопорой на ключевые слова, план, вопросы, таблицу и/или иллюстрации, фотографии. <i>Описывать объект, человека/литературного персонажа по определённой схеме.</i> Передавать содержание прочитанного/прослушанного текста с опорой вопросы, план, ключевые слова и/или иллюстрации, фотографии. Выражать и аргументировать своё отношение к прочитанному/услышанному. <i>Переспрашивать, просить повторить, уточняя значение незнакомых слов.</i> Кратко излагать результаты выполненной проектной работы.</p>

2	Внешность и характер человека/литературного персонажа (7 часов)	образованные путём соединения основы прилагательного с основой существительного с добавлением суффикса -ed . Предложения со сложным дополнением (Complex Object). (I want you to do it.). Условные предложения реального (Conditional 0, Conditional I) характера. Предложения с конструкцией to be going to + инфинитив и формы Future Simple Tense и Present Continuous Tense для выражения будущего действия. Конструкция used to + инфинитив глагола. Глаголы в наиболее употребительных формах страдательного залога (Present/Past Simple Passive). Предлоги, употребляемые с глаголами в страдательном залоге. Модальный глагол might. Наречия, совпадающие по форме с прилагательными	<i>Работать индивидуально и в группе при выполнении проектной работы.</i> <b>Аудирование</b> Понимать речь учителя по ведению урока. Распознавать на слух и понимать связанное высказывание учителя, одноклассника, построенное на знакомом языковом материале и/или содержащее некоторые незнакомые слова. Использовать переспрос или просьбу для уточнения отдельных деталей. Вербально/невербально реагировать на услышанное. Воспринимать на слух и понимать основное содержание несложных аутентичных текстов разных жанров и стилей, содержащих отдельные незнакомые слова. <i>Определять тему, прослушанного текста. Выделять главные факты, опуская второстепенные.</i> Воспринимать на слух и понимать запрашиваемую информацию, представленную в явном виде, в несложных аутентичных текстах, содержащих отдельные незнакомые слова. <i>Использовать контекстуальную, в том числе языковую, догадку при восприятии на слух текстов, содержащих незнакомые слова.</i> <i>Игнорировать незнакомые слова, не влияющие на понимание текста.</i> <b>Смысловое чтение</b> Читать про себя и понимать основное содержание сложных адаптированных аутентичных текстов, содержащих отдельные незнакомые слова. <i>Определять тему/основную мысль прочитанного текста.</i>
3	Досуг и увлечения/хобби современного подростка (чтение, кино, театр, музей, спорт, музыка) (10 часов)		
4	Здоровый образ жизни. Режим труда и отдыха. Фитнес. Сбалансированное питание (10 часов)		
5	Покупки: одежда, обувь и продукты питания (7 часов)		

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6	Школа. Школьная жизнь, школьная форма, изучаемые предметы, любимый предмет, правила поведения в школе, посещение библиотеки/ресурсного центра. Переписка с зарубежными сверстниками (10 часов)	(fast, high; early). Местоимения other / another, both, all, one. Количественные числительные для обозначения больших чисел (до 1 000 000).	<p><i>Прогнозировать содержание текста по заголовку/ началу текста.</i></p> <p><i>Определять главные факты/ события, опуская второстепенные.</i></p> <p><i>Определять последовательность главных фактов и событий.</i></p> <p>Читать про себя адаптированные аутентичные тексты, содержащие отдельные незнакомые слова, находить и полно и точно понимать запрашиваемую информацию, представленную в явном виде.</p> <p><i>Использование внешних формальных элементов текста (подзаголовки, иллюстрации, сноски) для понимания основного содержания прочитанного текста.</i></p> <p>Догадываться о значении незнакомых слов по сходству с русским языком, по словообразовательным элементам, по контексту.</p> <p>Понимать интернациональные слова в контексте.</p> <p>Игнорировать незнакомые слова, не мешающие понимать основное содержание текста.</p> <p><i>Пользоваться сносками и лингвострановедческим справочником.</i></p> <p><i>Находить значение незнакомых слов в двуязычном словаре.</i></p>

7	Каникулы в различное время года. Виды отдыха. Путешествия по России и зарубежным странам (10 часов)	Осознавать цель чтения и выбирать в соответствии с ней нужный вид чтения (с пониманием основного содержания, с выборочным пониманием запрашиваемой информации). Читать про себя и понимать запрашиваемую информацию, представленную в сплошных текстах (таблицах, диаграммах). <i>Работать с информацией, представленной в разных форматах (текст, рисунок, таблица).</i>
8	Природа: дикие и домашние животные. Климат, погода (7 часов)	<b>Письменная речь</b> Списывать текст и выписывать из него слова, словосочетания, предложения в соответствии с решаемой коммуникативной задачей. Восстанавливать предложение, текст в соответствии с решаемой учебной задачей. Составлять план прочитанного текста; заполнять анкеты и формуляры: сообщать о себе основные сведения.
9	Жизнь в городе и сельской местности. Описание родного города/села. Спорт (6 часов)	Писать электронное сообщение личного характера: сообщать краткие сведения о себе и запрашивать аналогичную информацию о других по переписке; выражать благодарность, извинения, просьбу; оформлять обращение, завершающую фразу и подпись в соответствии с нормами неофициального общения, принятыми в стране/странах изучаемого языка. Писать небольшое письменное высказывание с опорой на образец, план, иллюстрацию, таблицу. <i>Фиксировать нужную информацию.</i>
10	Средства массовой информации. Телевидение. Журналы. Интернет (5 часов)	<b>Фонетическая сторона речи</b> Различать на слух и адекватно произносить все

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11	Родная страна и страна/страны изучаемого языка. Их географическое положение, столицы; население; официальные языки; достопримечательности; культурные особенности (национальные праздники, традиции, обычаи) (10 часов)		<p>звук английского языка, соблюдая нормы произнесения звуков.</p> <p>Соблюдать правильное ударение в изолированном слове, фразе.</p> <p>Соблюдать правило отсутствия ударения на служебных словах (артиклах, союзах, предлогах).</p> <p>Различать коммуникативный тип предложения по его интонации.</p> <p>Членить предложение на смысловые группы. Корректно приносить предложения с точки зрения их ритмико-интонационных особенностей (побудительное предложение; общий, специальный, альтернативный и разделительный вопросы).</p> <p>Соблюдать интонацию перечисления.</p> <p>Воспроизводить слова по транскрипции. <i>Оперировать полученными фонетическими сведениями из словаря в чтении вслух и при говорении.</i></p> <p>Читать вслух небольшие аутентичные тексты, построенные на изученном языковом материале, с соблюдением правил чтения и соответствующей интонацией, демонстрируя понимание текста.</p> <p><b>Орфография и пунктуация</b></p> <p>Правильно писать изученные слова.</p>

12	<p>Выдающиеся люди родной страны и страны/стран изучаемого языка: учёные, писатели, поэты, спортсмены (10 часов)</p> <p>Итого: 102 часа</p>	<p>Соотнести графический образ слова с его звуковым образом.</p> <p>Правильно расставлять знаки препинания: запятую при перечислении и обращения; апостроф; точку, вопросительный и восклицательный знак и в конце предложения.</p> <p>Расставлять в электронном сообщении личного характера знаки препинания, диктуемые его форматом, в соответствии с нормами, принятыми в стране изучаемого языка.</p> <p><b>Лексическая сторона речи</b></p> <p>Узнавать в устном и письменном тексте и употреблять в речи изученные лексические единицы (слова, словосочетания, речевые клише); синонимы, антонимы, наиболее частотные фразовые глаголы в соответствии с ситуацией общения.</p> <p>Узнавать простые словообразовательные элементы (суффиксы, префиксы).</p> <p>Опираясь на языковую догадку в процессе чтения и аудирования (интернациональные слова; слова, образованные путем аффиксации, словосложения).</p> <p>Распознавать и употреблять различные средства связи для обеспечения логичности и целостности высказывания.</p> <p><b>Грамматическая сторона речи</b></p> <p>Воспроизводить основные коммуникативные типы предложений. Соблюдать порядок слов в предложении.</p> <p>Распознавать и употреблять в устной и письменной речи изученные морфологические формы и синтаксические конструкции английского языка в рамках</p>
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№	Программная тема, число часов на её изучение (Тематика общения)	Языковой (лексико-грамматический) материал	Характеристика деятельности (учебной, познавательной, речевой) <i>Курсивом выделены универсальные учебные действия</i>
			<p>тематического содержания речи в соответствии с решаемой коммуникативной задачей (см. левую колонку таблицы).</p> <p><i>Распознавать в письменном тексте и дифференцировать слова по определённым признакам (существительные, прилагательные, смысловые глаголы).</i></p> <p><b>Социокультурные знания и умения</b></p> <p>Использовать отдельные социокультурные элементы речевого поведенческого этикета в стране/странах изучаемого языка в отобранных ситуациях общения («В городе», «Проведение досуга», «Во время путешествия» и др.).</p> <p>Знать и использовать в устной и письменной речи наиболее употребительную тематическую фоновую лексику и реалии в рамках отобранного тематического содержания.</p> <p>Владеть базовыми знаниями о социокультурном портрете родной страны и страны/стран изучаемого языка.</p> <p>Кратко представлять Россию и страну/страны изучаемого языка: некоторые культурные явления; наиболее известные достопримечательности.</p> <p>Кратко рассказывать о выдающихся людях родной страны и страны/стран изучаемого языка.</p>



**8 класс (102 часа)**

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1	Взаимоотношения в семье и с друзьями (10 часов)	Изученные лексические единицы (слова, словосочетания, реплики-клише). Синонимы, антонимы; наиболее частотные фразовые глаголы; сокращения и аббревиатуры. Средства связи для обеспечения логичности и целостности высказывания.	<b>Диалогическая речь</b> Составлять комбинированный диалог, включающий различные виды диалога, в соответствии с поставленной коммуникативной задачей/с опорой на образец, опорой на речевые ситуации, ключевые слова, и/или иллюстрации, фотографии. <i>Переспрашивать, просить повторить, уточняя значение незнакомых слов.</i>
2	Внешность и характер человека/литературного персонажа (5 часов)	Имена существительные, образованные с помощью суффиксов: -ance/-ence; -ity; -ship. Имена прилагательные, образованные при помощи префикса inter-.	<b>Монологическая речь</b> Высказываться о фактах, событиях, используя основные типы речи (описание/характеристика, повествование/сообщение) с опорой на ключевые слова, план, вопросы, таблицу и/или иллюстрации, фотографии. <i>Описывать объект, человека/литературного персонажа по определённой схеме.</i>
3	Досуг и увлечения/хобби современного подростка (чтение, кино, театр, музей, спорт, музыка) (10 часов)	Образование родственных слов посредством конверсии: имени существительного от неопределённой формы глагола (to walk — a walk); глагола от имени	Передавать содержание прочитанного/прослушанного текста с опорой на вопросы, план, ключевые слова и/или иллюстрации, фотографии. Выражать и аргументировать своё отношение к прочитанному/услышанному. Составлять рассказ по картинкам. Кратко излагать результаты выполненной проектной работы.

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4	Здоровый образ жизни. Режим труда и отдыха. Фитнес. Сбалансированное питание. Посещение врача (10 часов)	существительного (a present — to present); имени существительного от прилагательного (rich — the rich). Согласование подлежащего, выраженного собирательным существительным (family, police) со сказуемым.	<i>Работать индивидуально и в группе при выполнении проектной работы.</i> <b>Аудирование</b> Понимать речь учителя по ведению урока. Распознавать на слух и понимать связанное высказывание учителя, однокурсника, построенное на знакомом языковом материале и/или содержащее некоторые незнакомые слова. Использовать переспрос или просьбу для уточнения отдельных деталей. Вербально/невербально реагировать на услышанное. Воспринимать на слух и понимать основное содержание несложных аутентичных текстов, содержащие отдельные неизученные языковые явления. <i>Определять тему/идею и главные события/факты прослушанного текста.</i> <i>Выделять главные факты, опуская второстепенные.</i> <i>Прогнозировать содержание текста по началу сообщения.</i> Воспринимать на слух и понимать нужную/интересующую/запрашиваемую информацию, представленную в явном виде в несложных аутентичных текстах,
5	Покупки: одежда, обувь и продукты питания. Карманные деньги (6 часов)	Конструкции, содержащие глаголы-связки to be/to look/to feel/to seem. Предложения со сложным дополнением (Complex Object) (I want you to do it.). Повествовательные (утвердительные и отрицательные), вопросительные и побудительные предложения в косвенной речи в настоящем и прошедшем времени.	
6	Школа, школьная жизнь, школьная форма, изучаемые предметы и отношение к ним. Посещение школьной библиотеки/ресурсного центра. Переписи		

	<p>ска с зарубежными сверстниками (10 часов)</p>	<p>Все типы вопросительных предложений в Past Perfect Tense.</p>	<p>содержащих отдельные неизученные языковые явления.</p>
7	<p>Виды отдыха в различное время года. Путешествия по России и зарубежным странам (7 часов)</p>	<p>Модальные глаголы в косвенной речи в настоящем и прошедшем времени. Согласование времён в рамках сложного предложения.</p>	<p>Оценивать информацию с точки зрения её полезности/достоверности.</p>
8	<p>Природа: флора и фауна. Проблемы экологии. Климат, погода. Стихийные бедствия (10 часов)</p>	<p>Конструкция both ... and ... Конструкции be/get used to + инфинитив глагола; be/get used to doing something; Конструкции с глаголами to stop, to remember, to forget (разница в значении to stop doing smth и to stop to do smth).</p>	<p>Использовать языковую, в том числе контекстуальную, догадку при восприятии на слух текстов, содержащих незнакомые языковые явления.</p>
9	<p>Условия проживания в городской/сельской местности. Спорт (7 часов)</p>	<p>Глаголы в видовременных формах действительного залога в изъявительном наклонении в Past Perfect Tense; Present Perfect Continuous Tense, Future-in-the-Past Tense.</p>	<p>Игнорировать незнакомые языковые явления, не мешающие понимать основное содержание текста.</p>
10	<p>Средства массовой информации. Телевидение. Радио. Пресса. Интернет (7 часов)</p>	<p>Неличные формы глагола (инфинитив, герундий, причастия настоящего и прошедшего времени). Наречия too — enough.</p>	<p>Оценивать найденную информацию с точки зрения</p>

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11	Родная страна и страна/страны изучаемого языка. Их географическое положение, столицы; население; официальные языки; достопримечательности, культурные особенности (национальные праздники, традиции, обычаи) (10 часов)	Отрицательные местоимения по (и его производные nobody, nothing, etc.), none.	<p><i>её значимости для решения коммуникативной задачи.</i></p> <p>Читать про себя и понимать нужную/интересующую/запрашиваемую информацию, представленную в сплошных текстах (таблицах, диаграммах, схемах).</p> <p><i>Работать с информацией, представленной в разных формах (текст, рисунок, таблица).</i></p> <p>Читать с полным пониманием содержания несложные аутентичные тексты, содержащие отдельные незнакомые языковые явления.</p> <p>Полно и точно понимать прочитанный текст на основе его информационной переработки (смыслового и структурного анализа отдельных частей текста, выборочного перевода).</p> <p><i>Восстанавливать текст из разрозненных абзацев.</i></p> <p><i>Устанавливать причинно-следственную взаимосвязь фактов и событий, изложенных в тексте.</i></p> <p><i>Осознавать цель чтения и выбирать в соответствии с ней нужный вид чтения (с пониманием основного содержания, с выборочным пониманием запрашиваемой информации, с полным пониманием).</i></p>
12	Выдающиеся люди родной страны и страны/стран изучаемого языка: учёные, писатели, поэты,		

<p>художники, музыканты, спортсмены (10 часов)</p> <p>Итого: 102 часа</p>		<p><i>Использование внешних формальных элементов текста (подзаголовки, иллюстрации, сноски) для понимания основного содержания прочитанного текста.</i></p> <p>Догадываться о значении незнакомых слов по сходству с русским языком, по словообразовательным элементам, по контексту.</p> <p>Понимать интернациональные слова в контексте.</p> <p><i>Использоваться сносками и лингвострановедческими справочником.</i></p> <p><i>Находить значение отдельных незнакомых слов в двуязычном словаре.</i></p> <p><b>Письменная речь</b></p> <p>Составлять план/тезисы устного или письменного сообщения.</p> <p>Заполнять анкеты и формуляры: сообщать о себе основные сведения.</p> <p>Писать электронное сообщение личного характера: сообщать краткие сведения о себе и запрашивать аналогичную информацию о друге по переписке; излагать различные события, делиться впечатлениями; выразить благодарность, извинения, просьбу.</p> <p>Писать небольшое письменное высказывание с опорой на образец, план, иллюстрацию, таблицу и/или прочитанный/прослушанный текст.</p> <p><b>Фиксировать нужную информацию.</b></p> <p><b>Фонетическая сторона речи</b></p> <p>Различать на слух и адекватно произносить все звуки английского языка, соблюдая нормы произнесения звуков.</p>
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			<p>Соблюдать правильное ударение в изолированном слове, фразе.</p> <p>Соблюдать правило отсутствия ударения на служебных словах (артиклах, союзах, предлогах).</p> <p>Различать коммуникативный тип предложения по его интонации.</p> <p>Членить предложение на смысловые группы.</p> <p>Корректно произносить предложения с точки зрения их ритмико-интонационных особенностей (побудительное предложение; общий, специальный, альтернативный и разделительный вопросы).</p> <p>Соблюдать интонацию перечисления.</p> <p>Воспроизводить слова по транскрипции.</p> <p><i>Оперировать полученными фонетическими сведениями из словаря в чтении вслух и при говорении.</i></p> <p>Читать вслух небольшие аутентичные тексты, построенные на изученном языковом материале, с соблюдением правил чтения и соответствующей интонацией, демонстрируя понимание текста.</p> <p><b>Орфография и пунктуация</b></p> <p>Правильно писать изученные слова.</p> <p>Соотносить графический образ слова с его звуковым образом.</p>

		<p>Правильно расставлять знаки препинания: запятую при перечислении и обращении; апостроф; точку, вопросительный и восклицательный знак и в конце предложения.</p> <p>Расставлять в электронном сообщении личного характера знаки препинания, диктуемые его форматом, в соответствии с нормами, принятыми в стране изучаемого языка.</p> <p><b>Лексическая сторона речи</b></p> <p>Узнавать в устном и письменном тексте и употреблять в речи изученные лексические единицы (слова, словосочетания, речевые клише); синонимы, антонимы, наиболее частотные фразовые глаголы, сокращения и аббревиатуры в соответствии с ситуацией общения.</p> <p>Узнавать простые словообразовательные элементы (суффиксы, префиксы).</p> <p>Выбирать нужное значение многозначного слова.</p> <p>Опирается на языковую догадку в процессе чтения и аудирования (интернациональные слова; слова, образованные путем аффиксации, словосложения, конверсии).</p> <p>Распознавать и употреблять различные средства связи для обеспечения логичности и целостности высказывания.</p> <p><b>Грамматическая сторона речи</b></p> <p>Распознавать и употреблять в устной и письменной речи изученные морфологические формы и синтаксические конструкции английского языка в рамках тематического содержания речи в соответствии с решаемой коммуникативной задачей (см. левую</p>
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№	Программная тема, число часов на её изучение (Тематика общения)	Языковой (лексико-грамматический) материал	Характеристика деятельности (учебной, познавательной, речевой) <i>Курсивом выделены универсальные учебные действия</i>
			<p>колонку таблицы).</p> <p><b>Социокультурные знания и умения</b></p> <p>Осуществлять межличностное и межкультурное общение, с использованием знаний о национально-культурных особенностях своей страны и страны/стран изучаемого языка и основных социокультурных элементов речевого поведенческого этикета в англоязычной среде в рамках тематического содержания речи.</p> <p>Использовать в устной и письменной речи наиболее употребительной тематической фонемой лексики и реалий в рамках тематического содержания.</p> <p>Владеть базовыми знаниями о социокультурном портрете родной страны и страны/стран изучаемого языка.</p> <p>Кратко представлять Россию и страну/страны изучаемого языка (культурные явления и события; достопримечательности);</p> <p>Кратко рассказывать о некоторых выдающихся людях родной страны и страны/стран изучаемого языка.</p> <p>Оказывать помощь зарубежным гостям в ситуациях повседневного общения (объяснить местонахождение</p>



			<p>объекта, сообщить возможный маршрут и т. д.). <i>Находить сходство и различие в традициях родной страны и страны/стран изучаемого языка. Систематизировать и анализировать полученную информацию.</i></p>
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**9 класс (102 часа)**

№	Программная тема, число часов на её изучение (Тематика общения)	Языковой (лексико-грамматический) материал	Характеристика деятельности (учебной, познавательной, речевой) <i>Курсивом выделены универсальные учебные действия</i>
1	Взаимоотношения в семье и с друзьями. Конфликты и их решения (10 часов)	Изученные лексические единицы (слова, словосочетания, речевые клише). Изученные многозначные слова; синонимы, антонимы; интернациональные слова; наиболее частотные фразовые глаголы; сокращения и аббревиатуры. Средства связи для обеспечения логичности и целостности высказывания.	<b>Диалогическая речь</b> <i>Составлять комбинированный диалог, включающий различные виды диалога, в соответствии с поставленной коммуникативной задачей с опорой на речевые ситуации, ключевые слова, и/или иллюстрации, фотографии или без опор.</i> Выражать свою точку зрения и обосновывать её, высказывать своё согласие/несогласие с точкой зрения собеседника, выражать сомнение, давать эмоциональную оценку обсуждаемым событиям: восхищение, удивление, радость, огорчение и т. д.). <i>Переспрашивать, просить повторить, уточняя значение незнакомых слов.</i> <b>Монологическая речь</b> Высказываться о фактах, событиях, используя основные типы речи (описание/характеристика, повествование/сообщение, рассуждение) с опорой на ключевые слова, план, вопросы, таблицу и/или иллюстрации, фотографии. <i>Описывать объект, человека/литературного персонажа по плану.</i> Передавать содержание, основную мысль прочитанного/прослушанного текста с опорой на вопросы, план, ключевые слова и/или иллюстрации, фотографии.
2	Внешность и характер человека/литературного персонажа (7 часов)	Глаголы, образованные с помощью префиксов: dis-, mis-, over-, under-. Имена прилагательные, образованные с помощью суффиксов: -able/-ible. Имена существительные, образованные с помощью префиксов: in-/im-.	
3	Досуг и увлечения/хобби современного подростка (чтение, кино, театр, музыка, музей, спорт, живопись; компьютерные игры). Роль книги	Сложные существительные, образованные путём соединения основы числи-	

	в жизни подростка (10 часов)	тельного с основой существительного с добавлением суффикса -ed. Сложные существительные, образованные путём соединения основы существительного с предлогом. Сложные прилагательные, образованные путём соединения основы прилагательного с основой причастия настоящего времени.	Выражать и аргументировать своё отношение к прочитанному/услышанному. Составлять рассказ с опорой на серию картинок. Кратко излагать результаты выполненной проектной работы. <i>Работать индивидуально и в группе при выполнении проектной работы.</i>
4	Здоровый образ жизни. Режим труда и отдыха. Фитнес. Сбалансированное питание. Посещение врача (10 часов)	Сложные прилагательные, образованные путём соединения основы прилагательного с основой причастия настоящего времени.	<i>Использовать перифразирование, дефиницию, синонимические и антонимические средства в случае сбоя коммуникации, а также в условиях дефицита языковых средств.</i>
5	Покупки: одежда, обувь и продукты питания. Карманные деньги. Молодёжная мода (7 часов)	Сложные прилагательные, образованные путём соединения основы прилагательного с основой причастия прошедшего времени.	<b>Аудирование</b> Понимать речь учителя по ведению урока. Распознавать на слух и понимать связанное высказывание учителя, одноклассника, построенное на знакомом языковом материале и/или содержащее некоторые незнакомые слова. Использовать переспрос или просьбу для уточнения отдельных деталей.
6	Школа, школьная жизнь, изучаемые предметы и отношение к ним. Взаимоотношения в школе, проблемы и их решение. Переписка с зарубежными сверстниками (8 часов)	Глаголы, образованные при помощи конверсии от имени прилагательного. Предложения со сложным дополнением (Complex Object) (I want to have my hair cut.). Условные предложения нереального характера (Conditional II). Конструкции для выражения предпочтения	Вербально/невербально реагировать на услышанное. Воспринимать на слух и понимать основное содержание несложных аутентичных текстов, содержащие отдельные неизученные языковые явления. <i>Определять тему, прослушанного текста. Выделять главные факты, опуская второстепенные. Прогнозировать содержание текста по началу сообщения.</i> Воспринимать на слух и понимать нужную/интересующую/запрашиваемую информацию в несложных аутентичных текстах, содержащих отдельные неизученные языковые явления.

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7	Виды отдыха в различное время года. Путешествия по России и зарубежным странам. Транспорти (10 часов)	I prefer.../I'd prefer.../I'd rather... Конструкция I wish ... Предложения с конструкцией either ... or, neither ... nor. Глаголы в форме страдательного залога (Present/Past Simple Passive; Present Perfect Passive). Порядок следования имён прилагательных (nice long blond hair).	Оценивать информацию с точки зрения её полезности/достоверности. Использовать языковую, в том числе контекстуальную, догадку при восприятии на слух текстов, содержащих незнакомые языковые явления. Игнорировать незнакомые языковые явления, не влияющие на понимание текста. <b>Смысловое чтение</b> Читать про себя и понимать основное содержание несложных аутентичных текстов, содержащих отдельные неизученные явления. <i>Определять тему/основную мысль прочитанного текста.</i> <i>Определять главные факты/события, опуская второстепенные.</i> <i>Прогнозировать содержание текста по заголовку/началу текста.</i> <i>Устанавливать логическую последовательность основных фактов, событий.</i> <i>Разбивать текст на относительно самостоятельные смысловые части. Соотносить текст/части текста с иллюстрациями.</i> <i>Озаглавливать текст/его отдельные части.</i>
8	Природа: флора и фауна. Проблемы экологии. Защита окружающей среды. Климат, погода. Стихийные бедствия (10 часов)		
9	Средства массовой информации. Телевидение. Радио. Пресса. Интернет (10 часов)		

10	<p>Родная страна и страна/страны изучаемого языка. Их географическое положение, столицы и крупные города; регионы; население; официальное языки. Достопримечательности, культурные особенности (национальные праздники, знаменательные даты, традиции, обычаи); страницы истории (10 часов)</p>		<p>Игнорировать неизученные языковые явления, мешающие понимать основное содержание текста. Читать про себя и находить в несложных аутентичных текстах, содержащих отдельные неизученные языковые явления, нужную/интересующую/запрашиваемую информацию представленную в явном и неявном виде. <i>Оценивать найденную информацию с точки зрения её значимости для решения коммуникативной задачи.</i></p> <p>Читать с полным пониманием содержания несложные аутентичные тексты, содержащие отдельные неизученные языковые явления.</p> <p>Полно и точно понимать прочитанный текст на основе его информационной переработки (смыслового и структурного анализа отдельных частей текста, выборочного перевода).</p> <p><i>Восстанавливать текст из разрозненных абзацев или путём добавления выпущенных фрагментов. Осознавать цель чтения и выбирать в соответствии с ней нужный вид чтения (с пониманием основного содержания, с выборочным пониманием запрашиваемой информации, с полным пониманием).</i></p>
11	<p>Выдающиеся люди родной страны/стран изучаемого языка, их вклад в науку и мировую культуру; государственные</p>		<p><i>Использовать внешние формальные элементы текста (подзаголовки, иллюстрации, сноски) для понимания основного содержания прочитанного текста.</i></p> <p>Читать про себя и понимать запрашиваемую информацию, представленную в несплошных текстах (таблицах, диаграммах).</p>

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	<p>деятели, учёные, писатели, поэты, художники, музыканты, спортсмены (10 часов)</p> <p>Итого: 102 часа</p>		<p><i>Работать с информацией, представленной в разных формах (текст, рисунок, таблица).</i></p> <p>Догадываться о значении незнакомых слов по сходству с русским/родным языком, по словообразовательным элементам, по контексту.</p> <p>Понимать интернациональные слова в контексте.</p> <p><i>Пользоваться сносками и лингвострановедческим справочником.</i></p> <p><i>Находить значение отдельных незнакомых слов в двуязычном словаре.</i></p> <p><b>Письменная речь</b></p> <p>Составлять план, тезисы устного или письменного высказывания.</p> <p>Заполнять анкеты и формуляры: сообщать о себе основные сведения.</p> <p>Писать электронное сообщение личного характера: сообщать краткие сведения о себе и запрашивать аналогичную информацию о друге по переписке; излагать различные события, делиться впечатлениями; выражать благодарность, извинения, просьбу.</p> <p>Писать небольшое письменное высказывание с опорой на образец, план, иллюстрацию, таблицу и/или прочитанный/прослушанный текст.</p>

<p>Заполнять таблицы: кратко фиксируя содержание прочитанного/прослушанного текста.</p> <p>Преобразовывать таблицу, схему в текстовый вариант представления информации.</p> <p>Письменно излагать результаты проектной деятельности.</p> <p><b>Фонетическая сторона речи</b></p> <p>Различать на слух и адекватно произносить все звуки английского языка, соблюдая нормы произнесения звуков. Соблюдать правильное ударение в изолированном слове, фразе.</p> <p>Соблюдать правило отсутствия ударения на служебных словах (артиклах, союзах, предлогах).</p> <p><i>Сравнивать и анализировать буквосочетания английского языка и их транскрипцию.</i></p> <p>Различать коммуникативный тип предложения по его интонации.</p> <p>Членить предложение на смысловые группы.</p> <p>Корректно произносить предложения с точки зрения их ритмико-интонационных особенностей (побудительное предложение; общий, специальный, альтернативный и разделительный вопросы). Соблюдать интонацию перечисления.</p> <p>Выражать модальное значение, чувств и эмоций.</p> <p>Различать на слух британский и американский варианты произношения в прослушанных текстах или услышанных высказываниях.</p> <p><i>Оперировать полученными фонетическими сведениями из словаря в чтении вслух и при говорении.</i></p> <p>Читать вслух небольшие аутентичные тексты, построенные на изученном языковом материале, с соблю-</p>		
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			<p>дением правил чтения и соответствующей интонацией, демонстрируя понимание текста.</p> <p><b>Орфография и пунктуация</b></p> <p>Правильно писать изученные слова.</p> <p>Правильно ставить знаки препинания: запятую при перечислении и обращении; апостроф; точку, вопросительный и восклицательный знаки в конце предложения.</p> <p>Расставлять в электронном сообщении личного характера знаки препинания, диктуемые его форматом, в соответствии с нормами, принятыми в стране изучаемого языка.</p> <p><b>Лексическая сторона речи</b></p> <p>Узнавать в устном и письменном тексте и употреблять в речи изученные лексические единицы (слова, словосочетания, речевые клише); синонимы, антонимы, наиболее частотные фразовые глаголы, сокращения и аббревиатуры в соответствии с ситуацией общения.</p> <p>Узнавать простые словообразовательные элементы (суффиксы, префиксы).</p> <p>Выбирать нужное значение многозначного слова.</p> <p>Опираются на языковую догадку в процессе чтения</p>



<p>и аудирования (интернациональные слова; слова, образованные путем аффиксации, словосложения, конверсии).</p> <p>Распознавать и употреблять различные средства связи для обеспечения логичности и целостности высказывания.</p> <p><b>Грамматическая сторона речи</b></p> <p>Воспроизводить основные коммуникативные типы предложений. Соблюдать порядок слов в предложении.</p> <p>Распознавать и употреблять в устной и письменной речи изученных морфологические формы и синтаксические конструкции английского языка в рамках тематического содержания речи в соответствии с решаемой коммуникативной задачей (см. левую колонку таблицы).</p> <p><i>Распознавать в письменном тексте и дифференцировать слова по определённым признакам (существительные, прилагательные, смысловые глаголы).</i></p> <p><b>Социокультурные знания и умения</b></p> <p>Осуществлять межличностное и межкультурное общение, с использованием знаний о национально-культурных особенностях своей страны и страны/стран изучаемого языка и основных социокультурных элементов речевого поведенческого этикета в англоязычной среде в рамках тематического содержания речи.</p> <p>Использовать в устной и письменной речи наиболее употребительную тематическую фоновую лексику и реалии в рамках отобранного тематического содержания.</p>		
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			<p>Владеть базовыми знаниями о социокультурном портрете родной страны и страны/стран изучаемого языка.</p> <p>Представлять Россию и страну/страны изучаемого языка (культурные явления и события; достопримечательности).</p> <p>Кратко рассказывать о некоторых выдающихся людях родной страны и страны/стран изучаемого языка.</p> <p>Оказывать помощь зарубежным гостям в ситуациях повседневного общения (объяснить местонахождение объекта, сообщить возможный маршрут, уточнить часы работы и т. д.).</p> <p><i>Систематизировать и анализировать полученную информацию.</i></p>

При разработке рабочей программы в тематическом планировании должны быть учтены возможности использования электронных (цифровых) образовательных ресурсов, являющихся учебно-методическими материалами (мультимедийные программы, электронные учебники и задачки, электронные библиотеки, виртуальные лаборатории, игровые программы, коллекции цифровых образовательных ресурсов), используемыми для обучения и воспитания различных групп пользователей, представленными в электронном (цифровом) виде и реализующими дидактические возможности ИКТ, содержание которых соответствует законодательству об образовании.