



Starlight 8

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Teacher's Book




ПРОСВЕЩЕНИЕ
ИЗДАТЕЛЬСТВО



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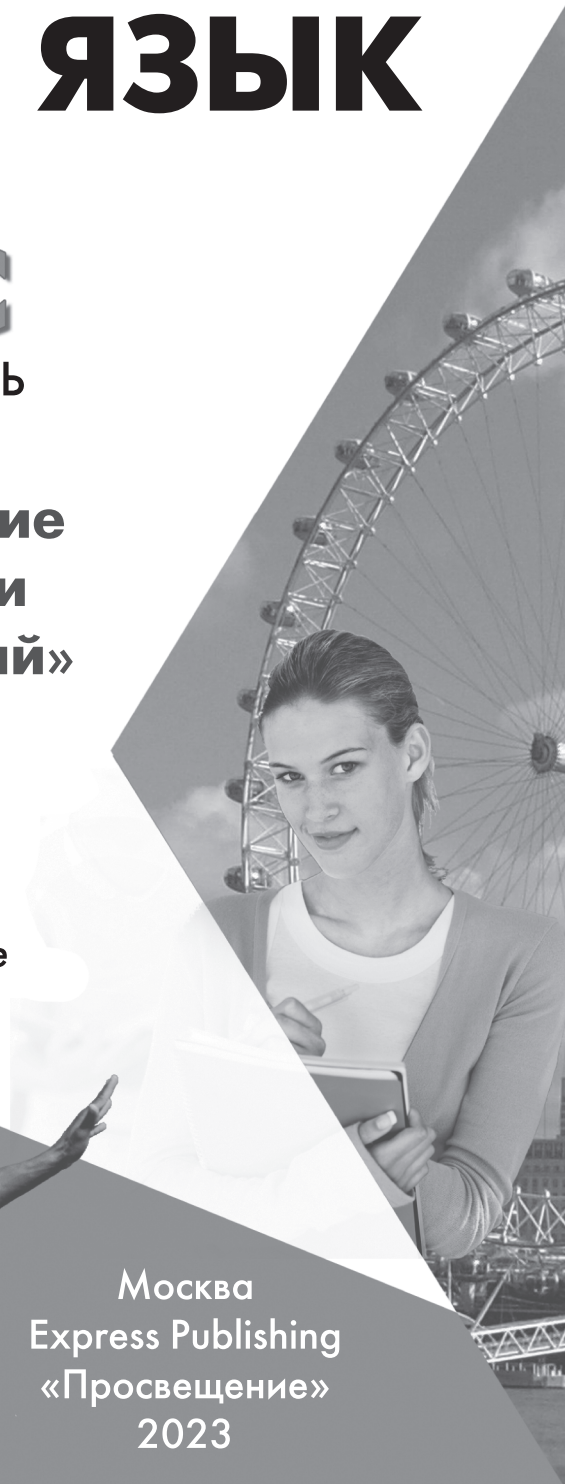
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к предметной линии
«Звёздный английский»**

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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

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

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.

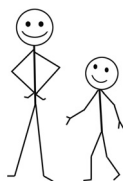
SUGGESTED TEACHING TECHNIQUES

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 Audio, Ss practise at home in preparation for reading aloud in class;

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

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

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

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

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

Objectives

Lesson Objectives: To revise vocabulary for jobs, extreme sports, entertainment, the Internet, the weather, health issues, appearance & character and the environment; to practise everyday English

Vocabulary: Jobs (*video game tester, flight attendant, secret shopper, sales assistant, camp counsellor, police officer, dog walker, storm chaser, sports coach*); Extreme Sports (*street luge, speed skiing, windsurfing, mountain biking, paragliding, motocross, whitewater rafting, rock climbing*); Entertainment (*audience, scene, scenery, lighting, performance, curtain, stage, props, fame, icon*); The Internet (*user-friendly interface, search engine, email account, login name, profile, browse, sign up, tight-knit community*); The Weather (*snow, blizzard, breeze, hail, sleet, rain, tornado, flood, shower, drizzle, wind, gale, storm, temperature, boiling hot, chilly, sunny spells, freezing cold*); Health Issues (*eye strain, hearing loss, thumb arthritis, swelling, itchy rash, skin infection, shoulder strain, upset stomach, immune system, insomnia, watery eyes, travel sickness*); Appearance & Character (*middle-aged, old, teenager, plump, well-built, overweight, skinny, medium, neck, beard, moustache, hair, curly, wavy, pierced, straight, wrinkles, freckles, tattoo, eyebrows, patient, generous, outgoing, blonde*); The Environment (*global warming, fossil fuels, greenhouse gas, lose habitats, polar ice caps, under threat, rise in temperature, become extinct*)

1 a) **Aim** To revise vocabulary related to jobs

Give Ss time to complete the task and then check Ss' answers. Elicit more jobs from Ss (e.g. *teacher, actor, secretary, violinist, tour guide, etc.*).

Answer Key

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

b) **Aim** To personalise the task

- Give Ss time to complete the task.
- Ask various Ss to tell the class. Ss should justify their answers.

Suggested Answer Key

I'd like to be a teacher because I love children.

2 **Aim** To revise vocabulary related to extreme sports

Give Ss time to match each picture with the correct extreme sport and then check Ss' answers. Elicit more extreme sports from Ss (e.g. *kite surfing, sky diving, etc.*).

Answer Key

- | | |
|-----------------------|-----------------|
| 1 white water rafting | 5 windsurfing |
| 2 speed skiing | 6 motocross |
| 3 street luge | 7 paragliding |
| 4 mountain biking | 8 rock climbing |

3 **Aim** To revise vocabulary related to entertainment

- Go through the list of words and explain/elicite the meanings of any that Ss are unsure of.
- Give Ss time to complete the sentences in pairs and then check Ss' answers around the class.

Answer Key

- | | | |
|------------|---------------|----------|
| 1 icon | 5 performance | 9 scene |
| 2 scenery | 6 lighting | 10 props |
| 3 audience | 7 stage | |
| 4 fame | 8 curtain | |

4 **Aim** To revise vocabulary related to the Internet

- Go through the list of words and explain/elicite the meanings of any that Ss are unsure of.
- Give Ss time to complete the sentences in pairs and then check Ss' answers.

Answer Key

- | | | |
|-------------|-----------|-------------|
| 1 account | 4 login | 7 interface |
| 2 engine | 5 profile | 8 browse |
| 3 community | 6 sign up | |

5 **Aim** To revise vocabulary related to the weather

- Elicit various words related to weather (e.g. *hot, cold, freezing cold, etc.*). Ask Ss to describe weather conditions in their country. (*In my country, summers are hot.*)
- Give Ss time to complete the task and then elicit answers from Ss around the class.

Answer Key

- | | |
|-----------|----------------|
| 1 breeze | 3 storm |
| 2 tornado | 4 sunny spells |

6 **Aim** To revise vocabulary related to health issues

- Go through the list of words and explain/ elicit the meaning of any that Ss are unsure of.
- Give Ss time to complete the sentences in pairs and then check Ss' answers around the class.

Answer Key

1 immune	5 strain	9 insomnia
2 swelling	6 shoulder	10 infection
3 sickness	7 loss	11 upset
4 watery	8 rash	12 thumb

7 **Aim** To revise vocabulary for appearance & character

- Give Ss time to complete the task and then elicit answers from Ss around the class. Ask Ss to justify their answers.

Answer Key

- 1 plump (refers to weight)
- 2 medium (refers to height)
- 3 neck (part of body)
- 4 pierced (ears, nose)
- 5 tattoo (the only feature not occurring naturally on the body)
- 6 blonde (refers to hair)

- As an extension ask various Ss to present themselves to the class.

Suggested Answer Key

I'm Laura and I'm 20 years old. I'm tall and slim with long, straight, brown hair and blue eyes. I'm patient and outgoing, but I can be stubborn at times.

8 **Aim** To revise vocabulary related to the environment

- Go through the list of words and explain/ elicit the meaning of any that Ss are unsure of.
- Give Ss time to complete the task in pairs, then check Ss' answers.

Answer Key

1 caps	4 fossil	7 lose
2 temperature	5 greenhouse	8 extinct
3 Global	6 threat	

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

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

Answer Key

1 b	3 b	5 b	7 b	9 b
2 a	4 b	6 a	8 b	10 a

Breaking news

Topic

In this module, Ss will explore the topics of world events, volcanoes, accidents & injuries, weird weather and disasters.

Modular page

7

Lesson objectives: Overview of module

Vocabulary: World events (*technological invention, volcanic eruption, huge tropical storm, mine collapse, earthquake, tsunami*)

1a Volcano chasers

8-9

Lesson objectives: To read for gist & specific information, to revise tenses, to talk about volcano chasing

Vocabulary: Volcanic eruptions (*ash and gas fly up into the atmosphere, rocks and lava erupt out of the crater, lava pushes through vents in the side of the volcano*); Verbs (*erupt, grab, burn, mystify, shelter, admit*); Phrasal verbs (*take off, shoot up*); Nouns (*volcano, heat, gas mask, lava flow, deafening roar, acid, dormant volcano, steam, jet of lava, boulder, poisonous gas*); Adjectives (*freelance, dedicated, sharp*); Phrases (*ground is shaking, flaming hot lava, stunning photograph, in high demand, block the view, be worth it, be on the scene, spectacular shot, lava fountain, take precautions, matter of survival*)

1b Amazing escape

10-11

Lesson objectives: To read for gist, to learn the past perfect & the past perfect continuous, to prepare and act out an interview

Vocabulary: Accidents & injuries (*twist/sprain your ankle, go to hospital, faint with exhaustion & dehydration, see a doctor, slam a door on your finger, be very painful, badly gash your leg, have stitches, slip & break your arm, put on a cast, bang your head, put ice on it*); Verbs (*trap, struggle*); Phrasal verb (*chip away at*); Nouns (*canyon, sacrifice, climbing gear, first aid kit, crack, boulder, canyon wall, exhaustion, dehydration, rescue crew, prosthetic arm*); Adjectives (*remote, delirious*); Phrases (*disaster struck, get free, blunt penknife, administer first aid, be missing, notify authorities, live life to the fullest, motivational speaker, disabled athlete, troubled teenager, desperate struggle, loved ones*.)

1c Culture Corner

12

Lesson objectives: To listen & read for gist, to read for key information, to personalise a situation, to describe a national disaster, to compare and contrast disasters

Vocabulary: Verbs (*strengthen, declare, evacuate, smash, struggle to cope, pump, rebuild*); Nouns (*residents, state of emergency, levee, looting, violence, emergency services, the military, army engineers*); Adjective (*desperate*); Phrases (*eye of the storm, below sea level, come ashore, storm surge, slow recovery*)

1d Everyday English

13

Lesson objectives: Deciding what to watch on TV, to practise intonation in echo questions, to practise role-playing

Vocabulary: Sentences (*What are you watching this for?, It's nearly finished., What's on later?, Why don't you look in the TV guide?, I like the sound of that., Isn't there anything else on?, As long as we can change the channel at 8., That's fine with me!*)

1e Weird weather

14-15

Lesson objectives: To listen & read for gist, to read for specific information, to learn weather idioms, to talk & write about weird weather

Vocabulary: Weather idioms (*raining cats and dogs, every cloud has a silver lining, fair-weather friend, in a fog, be under the weather*); Verbs (*crash into, restore, occur, spin, ignite*); Nouns (*weather forecast, lightning storm, weather phenomena, nitrogen oxide, ozone layer, temperature, wildfire, region, witness, miracle*); Adjectives (*never-ending, violent, whirling, astonished, rare*); Adverb (*constantly*); Phrases (*wrap up warm, violent storm, silver lining, make world news, underground river, above ground*)

1f Disasters

16-17

Lesson objectives: To read for specific information, to read for cohesion & coherence, to revise quantifiers, to talk & write about a disaster

Vocabulary: Disasters (*closed down, washes away, running water, undersea earthquake strikes, force, evacuated*); Verbs (*strike, exceed, shake, head (for), roll (across), crash (into), struggle, collapse, rip (apart), blaze, sweep away, slam into*); Nouns (*nuclear meltdown, axis, foreshock, epicentre, authorities, warning, debris, landslide, mud, pylon, evacuation, explosion, technician, aftershock, relief worker, force*); Adjectives (*devastating, courageous, desperate*); Adverb (*inland*); Past participle (*loaded (with)*)

1g Skills**18**

Lesson objectives: To describe a picture, to role-play giving & reacting to bad news, to listen for specific information, to write a news report

Vocabulary: Disasters (*rail accident, landslide, flood, factory explosion, road accident, plane crash, severe/freak storm, environmental disaster, tsunami, earthquake, war, avalanche*)

1h Curricular: Geography**19**

Lesson objectives: To listen & read for gist, to give a presentation on tsunamis

Vocabulary: Verbs (*slide, force, ripple, flatten*); Nouns (*speed, tectonic plates, fault line, pebble, shore, fast tide, impact, ecosystem*); Adjective (*initial*); Adverbs (*outwards, inland*); Phrases (*undersea landslide, volcanic eruption in its path, on a large scale, tremendous damage, loss of life*)

1i Writing**20-21**

Lesson objectives: To analyse a model story, to practise using adjectives and adverbs, to write a story

Vocabulary: Adjectives (*deafening, dark, terrified, massive, heavy*); Adverbs (*rapidly, carefully, violently*)

Focus on RNE 1**22-24**

Lesson objectives: To listen for key information, to read for specific information, to practise word formation, to write an informal letter

Language in Use 1**25**

Lesson objectives: To present/practise phrasal verbs with *back, call* and *carry*, to practise prepositional phrases, to form compound adjectives, to revise collocations, to do a quiz, to write a quiz

Russia 1**26**

Lesson objectives: To listen and read for specific information, to consolidate information in a text, to develop critical thinking skills, to make a poster about the International Space Station

Vocabulary: Verbs (*interrupt, orbit, congratulate, honour*); Adjective (*scheduled, cosmic*); Nouns (*broadcasting, mankind, conquest, hero, icon*)

► What's in this module?

Read the title of the module *Breaking news* and ask Ss to suggest what they think the module will be about (*it is about world events and disasters*). Go through the topic list and initiate a discussion to stimulate Ss' interest in the module.

Vocabulary**1 Aim To present vocabulary for world events**

- Play the recording with pauses for Ss to repeat as a class or individually.
- Check Ss' pronunciation and intonation.

2 a) Aim To introduce new vocabulary

- Give Ss time to complete the sentences in pairs.
- Check Ss' answers.

Answer Key

- | | | |
|------------|-----------|-------|
| 1 launched | 3 caused | 5 hit |
| 2 rescued | 4 erupted | |

b) Aim To match vocabulary to pictures

- Ask Ss to look at the pictures A-E and then match the world events in Ex. 1 to them.
- Check Ss' answers.

Answer Key

- | | |
|---------------------------|------------------------|
| A technological invention | D volcanic eruption |
| B mine collapse | E earthquake & tsunami |
| C huge tropical storm | |

3 Aim To listen for gist

- Explain the task and play the recording.
- Ss listen and match the extracts to two of the pictures.
- Check Ss' answers.

Answer Key

Extract 1 – D

Extract 2 – B

OVER TO YOU!**Aim To personalise the topic**

Ask Ss to close their books, then elicit answers from various Ss around the class.

Suggested Answer Key

The Microsoft Corporation launched the first tablet PC in 2002.

33 men were trapped in a mine in Chile.

Hurricane Katrina caused terrible flooding in New Orleans and lots of people died.

In 2010, a volcano in Iceland erupted.

There was a terrible earthquake and a tsunami in Japan in 2011 and thousands of people died.

BACKGROUND INFORMATION

The **Microsoft Corporation** is an American company that develops and manufactures a range of computing, gaming and electronic products including Windows, Microsoft Office, Xbox 360, as well as digital services including MSN and Windows Phone. It was founded by Bill Gates and Paul Allen in 1975.

The **Atacama Desert** is in Chile in South America to the west of the Andes Mountains. It covers a 1000-km strip of land along the Pacific coast. It is said to be the driest place in the world.

New Orleans is a large city in the state of Louisiana, in the south of the USA. It has a population of 1.2 million people and covers 9,726 square km. It is famous for its jazz music, its cuisine and its festivals, especially Mardi Gras.

Iceland is an island country in the North Atlantic Ocean. It is part of Europe and the capital city is Reykjavik. It has a population of 329,100 people. It is famous for its volcanoes and glaciers.

Japan is an island country in East Asia in the Pacific Ocean. It is also known as the Land of the Rising Sun. The capital city is Tokyo and the population is 128 million people.

1a Volcano chasers

Vocabulary

- 1 **Aim** To present new vocabulary related to volcanic eruptions

- Play the recording with pauses for Ss to listen and repeat as a class or individually.
- Direct Ss' attention to the picture on p. 8 and ask them to use the captions to tell the class what happens when a volcano erupts.

Suggested Answer Key

When a volcano erupts, ash and gas fly up into the atmosphere. Rocks and lava erupt out of the crater and lava pushes through vents in the side of the volcano.

Listening & Reading

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

- Direct Ss' attention to the title, the introduction 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.

Suggested Answer Key

The text is about a man who photographs volcanic eruptions for a living.

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

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

Answer Key

1 A 2 C 3 D 4 B 5 D

- 1 *He can't stay this close for too long because the gases and acids will destroy his camera ... (para 2)*
- 2 *It takes a lot of patience ... (para 3)*
- 3 *... the volcano was throwing out rocks the size of cars, so for most of the time he was sheltering behind a large boulder! (para 4)*
- 4 *... but that doesn't stop him from taking precautions because this is a job where safety is a priority. (para 5)*
- 5 *As Martin admits, "One has to know when it's safe to come near and when it is a matter of survival to stay away ..." (para 5)*

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

Suggested Answer Key

volcano (n): a mountain which can explode

erupt (v): to throw out ash, steam and lava

grab (v): to take sth quickly

heat (n): a high temperature

burn (v): to feel too hot

gas mask (n): a special face covering that protects you from poisonous gas

lava flow (n): the movement of hot molten rock

ground is shaking (phr): the earth is moving up and down quickly

deafening roar (n): a very loud noise

take off (phr v): to leave the ground (plane, helicopter)

acid (n): a corrosive liquid

flaming hot lava (phr): molten rock as hot as fire

freelance (adj): working for different organisations and getting paid for each piece of work

stunning photograph (phr): amazing picture

in high demand (phr): very popular

dedicated (adj): devoted, committed

dormant volcano (n): a volcano that is not active

steam (n): water vapour

block the view (phr): to prevent sb from seeing sth by being in the way

mystify (v): to puzzle

be worth it (phr): to deserve the effort put into it

be on the scene (phr): to arrive somewhere

spectacular shot (phr): amazing photo

lava fountain (phr): lava which is sent up into the air and falls back down again

jet of lava (n): a powerful thin stream of lava

shoot up (phr v): to move upwards suddenly

shelter (v): to take cover

boulder (n): large rock

take precautions (phr): to take actions to ensure safety

poisonous gas (n): a harmful type of air

sharp (adj): having a thin edge; not blunt

admit (v): to say that sth is true

matter of survival (phr): whether sb lives or dies

3 **Aim** To consolidate new vocabulary through synonyms; to identify parts of speech

- Direct Ss' attention to the words in bold in the text.
- Read through the list of synonyms and then give Ss time to match them to the words in bold.
- Check Ss' answers and then elicit the part of speech for each word.

Answer Key

ground (n): earth

(is) shaking (v): (is) moving up and down

freelance (adj): not employed by others

dedicated (adj): devoted

block (v): prevent you from seeing

mystifies (v): puzzles

(was) sheltering (v): (was) hiding

boulder (n): rock

precautions (n): safety measures

4 **Aim** To practise new vocabulary

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

Answer Key

- | | |
|-------------------|--------------------|
| 1 volcano erupted | 4 Poisonous gas |
| 2 deafening roar | 5 Flaming hot lava |
| 3 dormant volcano | 6 blocked, view |

Grammar

5 **Aim** To revise present and past tenses

- Refer Ss to the **Grammar Reference** section to revise use of tenses.
- Explain the task and give Ss time to complete it.
- Check Ss' answers and elicit their reasons for their choice of tenses used.

Answer Key

- 1 tripped, cut, was walking (one action happening after another in the past & an action in progress)
- 2 hasn't reached (an uncompleted action in the present)
- 3 are exploding (an action happening now, at the moment of speaking)
- 4 are going (fixed future arrangement)
- 5 has been working (emphasis on the duration of

an action which started in the past and continues up to the present)

6 are leaving (fixed future arrangement)

7 were looking, was flowing (two actions in progress at the same time in the past)

6 **Aim** To practise past and present tenses and time expressions using personal examples

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

Suggested Answer Key

I get up early every day.

Last week, I went to the cinema.

At this time last Monday, I was sitting in my French lesson.

I went to Spain on holiday two years ago.

I haven't finished my history project yet.

I am studying English now.

I have only been learning French for a month.

I have already planned my summer holiday.

I haven't done any chores since last weekend.

Speaking

7 **Aim** To give a 2-minute talk on the job of a volcano chaser

- Give Ss three minutes to make some notes answering the questions in the rubric, referring back to the text on p. 8 if necessary.
- Ask various Ss to give their talks to the class.

Suggested Answer Key

Martin Rietze is a freelance photographer who specialises in what is called volcano chasing. Whenever there is or about to be a large volcanic eruption, Martin goes to the scene and takes photos of the eruption, the hot, flowing streams of lava and jets of lava shooting up into the sky. The fact that he is very good at his job and takes stunning pictures makes his work popular with magazines and newspapers all over the world.

The Eyjafjallajökull volcano in Iceland erupted in 2010 and Martin was there to capture the eruption. He had to spend three nights out in freezing temperatures in order to take impressive photos of the eruption, the lava flow and the jets of lava that came out of the volcano. During these nights, he didn't get any sleep as there were huge rocks shooting up from the volcano and Martin had to take shelter so that he wouldn't get hurt.

Martin says that his job is quite risky. For this reason, he takes all the necessary safety measures to protect himself. He needs goggles and a gas mask as protection from the poisonous gases that are produced during a volcanic eruption. He also needs gloves to protect his hands from the hot lava, which can be very sharp.

1b Amazing escape

Vocabulary

1 a) **Aim** To introduce topic-related vocabulary

- Direct Ss' attention to the pictures 1-6.
- Read the phrases under each one out loud and explain/elicite the meanings of any unknown words.
- Play the recording. Ss listen and repeat as a class or individually.

b) **Aim** To relate a personal experience to the topic

Ask various Ss to tell the class about any accidents they had like the ones in the pictures.

Suggested Answer Key

*I once twisted my ankle. I had to go to hospital.
I once fainted with exhaustion. I had to see a doctor.
I once badly gashed my leg. I had to have stitches.
I once slipped and broke my arm. I had to put on a cast.
I once banged my head against a tree. I had to put ice on it.*

Reading

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

- Direct Ss' attention to the picture, title and introduction in the text.
- Elicit Ss' guesses as to what sacrifice Aron had to make.
- Play the recording. Ss listen and follow the text in their books and find out if their guesses were correct.

Answer Key

He had to cut off his own arm to stay alive.

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

- Give Ss time to read the text again and decide whether the statements are true, false or not stated.
- Check Ss' answers and elicit Ss' justifications for their choices.

Answer Key

1 F 3 F 5 T 7 T
2 T 4 NS 6 NS 8 F

- 1 Aron had gone climbing alone many times before ...
- 2 Aron had been climbing all day and was about to stop ...
- 3 It crushed Aron's arm ...
- 5 If he didn't do it now, he knew he wouldn't have the strength to do it later.

7 ... he has become a better climber than before his accident.

8 Aron still revisits Blue John Canyon ...

BACKGROUND INFORMATION

The **Blue John Canyon** is in Utah, USA. It is a slot canyon which means it is very narrow, deep and winding. It is part of the Canyonlands National Park and it is famous as the accident site of Aron Ralston.

Moab is a city in Grand County, Utah, USA. Around 5,000 people live there. It is a popular stop for tourists on their way to the Canyonlands National Park and the Arches National Park which are nearby.

127 Hours is the name of a film written, directed and produced by Danny Boyle. It stars James Franco as Aron Ralston, who was trapped in Blue John Canyon in Utah for 127 hours and had to cut off his arm to save his own life. It was nominated for six Academy Awards.

3 **Aim** To learn how to fill in the form.

Answer Key

- 1 First name – Aron.
- 2 Family name – Ralston.
- 3 Date of the accident - May 2003.
- 4 Place of the accident - the Blue John Canyon, Utah.
- 5 Things he had with him – backpack, first aid kit, knife, video camera, some water, few snacks.
- 6 Time he spent being trapped -127 hours.
- 7 He cut off his own arm.
- 8 With his prosthetic arm he has become a better climber, works as a motivational speaker, helps disabled athletes and troubled teenagers.

4 **Aim** To read an advertisement and develop critical thinking skills.

Answer Key

Hardly so. There is too little information in it.

Grammar

5 **Aim** To present the past perfect and the past perfect continuous

- Read the table aloud and explain that we form the past perfect with **had/hadn't + past participle** and the past perfect continuous with **had/hadn't + been + verb -ing**.
- Explain that we use the past perfect to talk about an action that happened before another action in the past.
- Explain that we use the past perfect continuous to talk about an action that happened for a

period of time before another past action and to emphasise the duration of a past action.

- Refer Ss back to the text in Ex. 2 and elicit examples.

Answer Key

had gone, hadn't told, had been climbing all day, had realised, had used

6 **Aim** To practise the past perfect and the past perfect continuous

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

Answer Key

- | | |
|---------------------------|--------------------------|
| 1 <i>had stopped</i> | 4 <i>hadn't taken</i> |
| 2 <i>had been walking</i> | 5 <i>had been hiking</i> |
| 3 <i>had left</i> | |

Speaking & Writing

7 **Aim** To consolidate information in a text through role play

- Play the recording. Ss listen and follow the text in their books.
- Explain the task and give Ss time to prepare their questions and answers.
- Ask various Ss to present their interviews to the class.

Suggested Answer Key

Aron: No, I'd been climbing alone many times before.

TV Presenter: Why didn't you tell anyone where you were going that day?

Aron: To be honest, I really thought I would be back by evening as I had done so many times before.

TV Presenter: Is that why you didn't even take your mobile phone with you?

Aron: Not really. There's no mobile phone reception in the canyon.

TV Presenter: I see. How did you feel when you realised you were trapped?

Aron: I was optimistic that someone would come along and help me, but then after a few days had passed, I understood that I would have to rescue myself. I had been chipping away at the boulder without success so I knew there was only one thing I could do to free myself and that was to cut off my arm.

TV Presenter: That must have been a tough decision. How did you know you would survive?

Aron: It was tough but I knew I couldn't stay as I was for much longer because I was exhausted and dehydrated.

TV Presenter: How did you handle the pain?

Aron: I don't know – I just did.

TV Presenter: Then when you were free, how did you feel?

Aron: I was happy and relieved, but I knew I still had a long way to go to get out of the canyon. Luckily, I managed to make it back to my truck.

TV Presenter: Do you still climb today?

Aron: Yes, I do, and I'm an even better climber now than I was before.

TV Presenter: That's amazing! Well, thank you so much for coming on the show.

Aron: My pleasure.

Activity for weaker classes

Write the questions in the Suggested Answer Key on the board. Ss in pairs prepare their dialogues.

8 **Aim** To develop critical thinking skills

- Give Ss three minutes to write a few sentences expressing their opinion.
- Ask various Ss around the class to read their sentences to the class.

Suggested Answer Key

Aron's decision surprised me because it was very brave and something not many people would be able to do. It shows us that some people can do whatever it takes to survive. I definitely agree with his decision because if he hadn't cut off part of his arm, he would have died.

1c Culture Corner

1 **Aim** To listen and read for gist

- Ask Ss to look at the picture and answer the question.
- Play the recording. Ss listen and follow the text in their books.
- Ss check their answers.

Answer Key

Hurricane Katrina seriously affected New Orleans. A lot of people lost their homes and many others lost their lives.

2 **Aim** To read for gist

- Go through the subheadings A-G and elicit/explain any unknown words. Give Ss time to do the task.
- Check Ss' answers. Ask Ss to justify their answers.

Answer Key

- | | | | | | |
|-----|-----|-----|-----|-----|-----|
| 1 E | 2 B | 3 A | 4 G | 5 F | 6 D |
|-----|-----|-----|-----|-----|-----|
- 1 *birth of storm – storm formed*
 - 2 *gathering strength – became stronger*
 - 3 *surrounded/water – river on two sides, lake/north, most of city below sea level*
 - 4 *awful situation – left city/temporary shelters, begging for help, suffering from looting*
 - 5 *help at last – eventually, moved into, get food, pumped last of water*
 - 6 *moving on – making a slow recovery*

- 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

strengthen (v): to become stronger
residents (n): the people who live in a place
declare (v): to state publicly
state of emergency (n): a non-permanent state when the government takes special measures to deal with a dangerous situation
evacuate (v): to make the people in an area leave because of an emergency
eye of the storm (phr): an area of calm weather at the centre of a tropical storm
below sea level (phr): (of the land) lower than the surface of the sea
levee (n): an embankment for preventing flooding
come ashore (phr): to come onto the land from the sea
storm surge (phr): a sudden powerful movement of water or wind created by a storm
smash (v): to break violently
looting (n): large scale action of stealing from stores and houses that people have left
violence (n): behaviour intended to harm or kill people
emergency services (pl n): the fire, police and ambulance services
struggle to cope (phr): to have difficulty handling a situation
the military (n): armed forces
desperate (adj): being in a very bad situation
army engineers (n): people who work for the army to build roads and bridges
pump (v): to force liquid to flow in a certain direction
slow recovery (phr): (of a situation) gradual improvement
rebuild (v): to build again

BACKGROUND INFORMATION

The Bahamas is a country made up of 29 islands. It is located in the Atlantic Ocean to the southeast of the USA off the coast of Florida. The capital city is Nassau and the population is around 330,000 people. It is a popular tourist destination.

Miami is a large city in the state of **Florida** in the southeast United States. It has a population 5.5 million people and is an important commercial, entertainment and cultural centre.

The Gulf of Mexico is an ocean basin surrounded on three sides by land between Mexico, the USA and Cuba. It is around 1,600 km across and the deepest part is 4,384 m. It is an important ecosystem and was badly damaged by the Deepwater Horizon oil spill in 2010.

The Mississippi River is the biggest river system in the USA. It is 3,730 km long and crosses 10 states. The Mississippi River Delta drains into the Gulf of Mexico.

Lake Pontchartrain is not actually a lake, it is an estuary in southeast Louisiana. It is 1,600 km² in area and averages 3 to 4 m in depth.

3 **Aim** To consolidate new vocabulary

- Ask Ss to read the text again and give them time to match the words accordingly.
- Check Ss' answers.

Answer Key

declared: announced
evacuating: sending people to a place of safety
under threat: in danger
came ashore: moved from the sea to land
smashed: broke
the elderly: old people
begging: asking anxiously
looting: stealing
cope: manage

4 **Aim** To consolidate new vocabulary

Give Ss time to complete the task, then check Ss' answers.

Answer Key

1 tropical	4 threat	7 rise	10 pump
2 declare	5 level	8 beg	11 lose
3 eye	6 shelters	9 struggle	12 recovery

5 **Aim** To personalise a situation

Explain the task and ask various Ss to use the phrases in Ex. 4 to narrate their experience to the class.

Suggested Answer Key

We heard about the tropical storm, but when the mayor declared a state of emergency, we knew we had to evacuate the city. The city is below sea level and there is a great risk of flooding. When the eye of the storm missed the city, some people relaxed and thought it would be OK. It wasn't. We thought it would be best to leave and stay in temporary shelter until the danger passed. We watched the scenes on television and saw the waters rise. People were begging for help and struggling to cope. We stayed away until the army had pumped the water out of the city. After that, we went back to help rebuild the city, including our own house.

6 **Aim** To describe a national disaster; to compare and contrast disasters

- Explain the task and ask Ss to look up information on the Internet or in encyclopaedias and other reference books.
- Ask various Ss to compare their disaster with the New Orleans disaster.
- Check Ss' answers.

Suggested Answer Key

On 12th January, 2010, a terrible earthquake struck the country of Haiti in the Caribbean. It was a catastrophic 7.0 magnitude earthquake. Three million people were affected. 46,000 people died, 300,000 were injured and 1 million people became homeless. Most of the buildings in the cities of Port-au-Prince and Léogâne were destroyed. Since the earthquake, efforts to bring the cities back to life have been made but progress has been slow. For example, one year later, only 5% of the rubble had been cleared and there were still 1 million refugees living in tents. Today, there are still partly destroyed buildings all around town and people are still struggling to get back on their feet.

The disaster is different to that of New Orleans because New Orleans was destroyed by water. Also, in New Orleans the people were warned that the storm was coming. In Haiti there was no warning. In addition, Haiti is a poor country whereas the USA is a rich country so recovery is faster for New Orleans.

1d Everyday English

1 **Aim** To introduce the topic & present new vocabulary

- Direct Ss' attention to the TV guide and elicit which programmes Ss like the most/the least.
- Ask Ss to tell their partners and give reasons using the adjectives in the list.
- Monitor the activity around the class and then

ask some pairs to report back to the rest of the class.

Suggested Answer Key

My favourite programme in the TV guide is CSI: New York because it is really interesting and thought-provoking to see how they try to solve a crime.

My least favourite TV programme is Grey's Anatomy because I find hospital dramas really boring and totally predictable.

2 **Aim** To present situational language

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

3 **Aim** To listen and read for specific information

- Play the recording. Ss listen and follow the dialogue in their books and answer the questions in the rubric.
- Check Ss' answers.

Answer Key

Andy and Becky decide to watch American Idol and then CSI.

CSI starts at 8.

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

- Read the phrases out loud and give Ss time to find alternative phrases in the dialogue that have a similar meaning.
- Check Ss' answers.

Answer Key

Actually, I'm enjoying it. – I happen to find it interesting.

Is there another option? – Isn't there anything else on?

I think I'd enjoy that. – I like the sound of that!

No problem. – That's fine with me.

Intonation

5 **Aim** To practise intonation in echo questions

- Explain the task and read the example aloud.
- Give Ss time to complete the task.
- Play the recording for Ss to check their answers.
- Play the recording again with pauses for Ss to repeat as a class or individually.
- Pay attention to Ss' intonation.

Answer Key

2 *It's a documentary about **what**?*

3 *The film's on at **what time**?*

4 *He's paid **how much** a show?*

5 The Simpsons have been running for **how long**?

Speaking

6 **Aim** To practise role-playing

- Explain the situation.
- Tell Ss that they can use the sentences in Ex. 2 and the TV guide from Ex. 1 to complete the task.
- Ss complete the task in pairs using the plan.
- 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 are you watching this for? Cartoons are silly!

B: I find it funny. Anyway, it's nearly finished.

A: What's on later?

B: Why don't you look in the TV guide?

A: OK. Well, after this there's a soap opera on Channel 1 or there's a wildlife programme on Channel 2.

B: Soap operas are boring and I don't like wildlife programmes much. Isn't there anything else on?

A: Sportsline is on Channel 3. We can watch that.

B: OK. I like the sound of that! As long as we can change the channel at 6:30. I want to see The Daily Show.

A: OK. That's fine with me!

1e Weird weather

Vocabulary

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

- Ask Ss to copy the word map headings into their notebooks and then give them three minutes to add as many words as they can think of.
- Check Ss' answers on the board.

Suggested Answer Key

Nouns: clouds, lightning, thunder, wind, snow, hail, sleet, heat, gale

Verbs: rain, snow, shine, pour, spin, crash, light up, rain

Adjectives: windy, snowy, crisp, freezing, cool, scorching, heavy, strong, puffy, whirling, swirling, violent

Extreme conditions: cyclone, hurricane, storm, whirlwind

2 **Aim** To develop critical thinking skills

- Play the recording.
- Ss listen to the music and sounds.
- Ask various Ss around the class to say what they think the weather is like and what they imagine they can see, feel, hear and smell.

Suggested Answer Key

I think the weather is cold. I can see snow, bare trees and a winter landscape. I can hear the wind blowing. I can feel the cold. I can smell nature.

3 **Aim** To introduce topic-related vocabulary

- Play the recording. Ss listen and repeat together or individually.
- Elicit which of the unusual weather phenomena Ss have heard of.
- Direct Ss' attention to the pictures and elicit which of the phenomena they can see.

Answer Key

1 a never-ending lightning storm

2 a fire tornado

3 raining animals

Reading & Listening

4 **Aim** To read for gist

- Direct Ss' attention to the title and subheadings in the text and play the recording.
- Ss listen and follow the text in their books and find out which of the weather phenomena the texts are about.

Answer Key

A a never-ending lightning storm

B a fire tornado

C raining animals

5 **Aim** To read for specific information

- Give Ss time to read the text again and decide whether the statements are true, false or not stated.
- Check Ss' answers and ask for justifications.

Answer Key

1 NS 3 T 5 NS 7 F

2 T 4 T 6 T 8 T

2 ... the lightning activity produces nitrogen oxide which may help to restore the ozone layer.

3 ... ball lightning... lasts longer than a lightning bolt.

4 A fire tornado can happen when high temperatures from a wildfire mix with strong winds.

6 Luckily, fire tornados are very rare.

7 ... has been happening... for over a century.

8 One explanation is that strong winds... could pick them up ...

- 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

weather forecast (n): predictions about the weather from official sources

wrap up warm (phr): to wear lots of warm clothes

never-ending (adj): having no end

lightning storm (n): a storm during which a series of lightning appears

weather phenomena (pl n): different types of weather events

constantly (adv): always

crash (into) (v): to hit sth very hard

violent (adj): very strong and causing a lot of damage

silver lining (phr): positive side

nitrogen oxide (n): a chemical compound of nitrogen and oxygen

restore (v): to cause sth to be in its previous condition again

ozone layer (n): part of the Earth's atmosphere

occur (v): to happen

whirling (adj): turning around in circles

temperature (n): the measurement of how hot or cold sth is

wildfire (n): a fire that spreads quickly and goes out of control

make world news (phr): to be reported all over the world

astonished (adj): amazed; shocked

spin (v): to turn around very quickly

ignite (v): to make sth start burning

rare (adj): unusual

region (n): area

witness (n): a person who sees sth happening

violent storm (phr): bad weather with strong winds and heavy rain that causes a lot of damage

miracle (n): an unexplainable event that people believe is caused by a god; wonder

underground river (phr): a body of water that runs below the ground

above ground (phr): on top of the earth

BACKGROUND INFORMATION

Catatumbo River is a river that starts in Northern Colombia and ends in Lake Maracaibo in Venezuela. It is 338 km long and it is famous for the Catatumbo Lightning which takes place at the mouth of the river.

Lake Maracaibo is a large bay connected to the Gulf of Venezuela in the north of Venezuela. It is 210 km long, 121 km wide, 60 m deep and it contains saltwater.

Brazil is the largest country in South America. The capital city is Brasilia and the population is 190 million people. The people speak Portuguese and they are known for their love of football.

Kanto is a region in **Japan** in Asia that includes the Greater Tokyo Area, the country's capital. Around one third of the population of Japan live in this region. In 1923, there was a huge earthquake in Kanto that killed over 100,000 people.

Yoro is a region in the north of **Honduras** in Central America. It covers an area of around 5,000 km² and has lots of fertile farmland. The population is around 500,000 people and it is famous for the rain of fish (Lluvia de Peces).

6 **Aim** To consolidate new vocabulary

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

Answer Key

- | | |
|--------------------|-----------------|
| 1 weather forecast | 4 spin |
| 2 lightning storm | 5 violent storm |
| 3 world news | 6 restore |

7 a) **Aim** To present weather-related idioms

- Explain the task.
- Give Ss some time to complete it.
- Check Ss' answers and elicit any similar idioms in Ss' L1.

Answer Key

- | | | | | |
|-----|-----|-----|-----|-----|
| 1 D | 2 A | 3 C | 4 B | 5 E |
|-----|-----|-----|-----|-----|

b) **Aim** To practise idioms

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

Answer Key

- 1 *raining cats and dogs*
- 2 *in a fog*
- 3 *fair-weather friend*
- 4 *every cloud has a silver lining*
- 5 *is under the weather*

Speaking & Writing8 **Aim** To consolidate information in a text

- Ss work in pairs and discuss what they have learned from the text.
- Monitor the activity around the class and then ask some pairs to report back to the class.

Suggested Answer Key

Lightning activity produces nitrogen oxide which may help restore the ozone layer.

I learned about fire tornados, which I hadn't heard of before.

There is a rain of fish every summer in Honduras.

I had never heard of ball lightning before.

9 **Aim** To write about an imaginary experience

- Explain the situation and give Ss a three-minute time limit to write a few sentences describing how they feel.
- Ask various Ss to read their sentences aloud.

Suggested Answer Key

... pouring with rain and I am soaking wet. Hundreds of slippery fish are all over the ground. It's weird and a bit disgusting! People are collecting the fish to take home to cook. I feel as if I'm dreaming.

1 **f** **Disasters****Vocabulary & Reading**1 a) **Aim** To present vocabulary related to disasters

- Elicit/Explain the meaning of the words/phrases in the list.
- Explain the task and give Ss time to read and fill in the headlines.
- Play the recording. Ss listen and check.
- Check Ss' answers around the class. Elicit L1 translations for the headlines.

Answer Key

- | | |
|---------------|-----------------|
| 1 UNDERSEA | 5 CLOSED DOWN |
| 2 STRIKES | 6 EVACUATED |
| 3 WASHES AWAY | 7 RUNNING WATER |
| 4 FORCE | |

b) **Aim** To activate vocabulary

Refer Ss to the headlines and elicit answers from various Ss around the class.

Suggested Answer Key

In March 2011, an undersea earthquake struck off the coast of Japan. Soon after, a 10-metre tsunami followed which washed away many houses and cars. The force of the Japan quake was so big that it moved the island by about 2.4 metres. Many nuclear power stations in the areas where the quake struck had to be closed down. Half a million Japanese people evacuated their houses and almost 1.4 million in total were without running water.

2 **Aim** To stimulate interest in the topic and read for specific information

- Read the rubric aloud and elicit questions from Ss around the class.
- Give Ss time to read the text and try to answer the questions.
- Check Ss' answers around the class.

Suggested Answer Key

- 1 *How strong was the earthquake? It was a magnitude 9 quake.*
- 2 *How many people died? Over 15,000 people died.*
- 3 *How far inland did the tsunami reach? It reached 10 km inland.*

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

- Explain the task and give Ss time to complete it. Remind them to look at key words before and after the gaps that will help them find the missing sentences.
- Check Ss' answers around the class. Elicit which words helped them decide.

Answer Key

- | | | | | |
|-----|-----|-----|-----|-----|
| 1 C | 2 A | 3 F | 4 E | 5 D |
|-----|-----|-----|-----|-----|
- 1 *devastating tsunami ... swept away*
 - 2 *hundreds of kilometres away ... closer to the epicentre*
 - 3 *a wall of water ... washed away houses ... hurled ships far inland*
 - 4 *pylons had crumbled ... without power, ...*
 - 5 *Over 15,000 people died ... there were hardly any survivors*










- 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**strike (v):** to hit; to occur**force (n):** power; strength**devastating (adj):** very damaging**nuclear meltdown (n):** a failure in the system of a nuclear reactor where fuel rods melt and radiation escapes**axis (n):** the invisible line which the Earth rotates around**foreshock (n):** a small earthquake that precedes a bigger one**exceed (v):** to go over, to be more than**shake (v):** to move quickly back and forth or up and down**epicentre (n):** the spot on the surface of the Earth where the earthquake occurs**authorities (pl n):** the people in a town/city who have the power to make decisions**warning (n):** an announcement by authorities informing people of a possible danger/threat**head (for) (v):** to go towards**roll (across) (v):** to move along turning over and over**crash (into) (v):** to hit sth with great force**loaded (with) (pp):** being full of sth**debris (n):** pieces of sth destroyed**landslide (n):** a great amount of soil and rocks falling from the side of a mountain**mud (n):** a mixture of soil and water**pylon (n):** a tall metal structure with electric cables that transmit electricity**evacuation (n):** the act of sending people away from an area under threat or in danger**explosion (n):** a sudden and violent burst or blast**courageous (adj):** brave**technician (n):** a person skilled in a certain technical job**struggle (v):** to try very hard**aftershock (n):** a small earthquake that follows a big one**relief worker (n):** sb hired to help those in need**desperate (adj):** panicked; frightened**collapse (v):** to fall down suddenly**rip (apart) (v):** to completely destroy sth**blaze (v):** to burn strongly**sweep away (phr v):** to clear; to cause sth to disappear**inland (adv):** away from the coast towards the middle of the land**slam (into) (v):** to hit with great force**4 Aim To consolidate new vocabulary**

- Explain the task to Ss and give them time to complete it. Ss work in pairs.
- Check Ss' answers around the class.

Answer Key**triggered:** started**partial:** incomplete**frantic:** panicked & frightened**hurled:** violently threw**stranded:** unable to leave**swamp-like:** very wet**crumbled:** broken into small pieces**rubble:** pieces of bricks, stones & other materials**clinging to:** holding on tightly**Grammar****5 a) Aim To revise quantifiers (some, any, a few, a little, much, many, a lot of/lots of)**

- Write on the board in two columns: **How many eggs?** **How much water?**
- Elicit that we use **how many** to ask about countable nouns (C) (nouns we can count e.g. *one house-two houses*) and **how much** to ask about uncountable nouns (U) (nouns we cannot count e.g. *flour-some flour*: NOT: *two flours*). Copy and complete the following table on the board:

How many eggs?		How much water?	
too many eggs		too much water	
a lot of/ lots of eggs		a lot of/ lots of water	
some/a few eggs		some/ a little water	
(very) few/ not many eggs		(very) little/ not much water	
not any/ no eggs		not any/ no water	

- Remind Ss that we normally use **any** in questions and negations and **some** in statements.
- Ask Ss to choose between the following pairs of sentences: *Would you like some cake?/ Would you like any cake?* – *Can I have some water?/Can I have any water?* Elicit that we can use **some** in questions when we make an offer or a request. Refer Ss to the **Grammar Reference** section for more information.
- Ss complete the task in closed pairs. Check Ss' answers around the class. Ask Ss to give example sentences using the quantifiers.

Answer Key

1 C, C, C, C/U

3 U, U, U

2 C, C/U, C/U, C

4 U, C/U, U

b) Aim To practise quantifiers

- Explain the task and give Ss time to complete it.
- Check Ss' answers. Elicit sentences from various Ss around the class. Ss should justify their answers.

Answer Key

- | | | |
|-------|------------|-------------|
| 1 any | 3 A lot of | 5 Most, any |
| 2 few | 4 a little | 6 much, any |

Suggested Answer Key

- | | |
|-----------------------|----------------------------------|
| 1 (C – interrogative) | 4 (U) |
| 2 (C – affirmative) | 5 (plural – C), (negative – U) |
| 3 (C – affirmative) | 6 (U – negative), (C – negative) |
- There were **some** aftershocks after the earthquake.
 - Rescue workers wasted **little** time and started looking for survivors.
 - Much** damage was caused by the earthquake.
 - Only **a few** people survived.
 - A lot of people evacuated the town because there was **too much** damage, but **some** people stayed.
 - There weren't **many** houses that people could live in and **some** people stayed in shelters.

6 **Aim** To introduce/practise quantifying phrases

- Refer Ss to the **Grammar Reference** section to revise usage of the quantifying phrases in bold.
- Ss do the task in pairs. Check Ss' answers around the class. Ss should justify their answers.
- Elicit more examples from the text.

Answer Key

- a number of (not possible C), large amount of (U), a great deal of (U), plenty of (C/U)
- a little (not possible U), quite a lot of (C/U), quite a few (C), plenty of (C/U)
- any (not possible – negative), no (C/U), hardly any (C/U), few (C)
- Much (not possible U), A large number of (C), Several (C), A couple of (C)
- Every (not possible – singular C), All (C), Several (C), Each (of) (C)

Examples from text: **a great deal of** time(U), **quite a few** foreshocks (C), **many** office workers (C), **much** worse (U), **a large number of** aftershocks (C)...

7 **Aim** To practise using *the whole of*, *both*, *neither*, *either* and *none*

- Ask Ss to close their books.
- Write the following sentences and do a quick revision of the quantifiers on the board:
e.g. The water flooded **the whole of** the town. Unfortunately, **both** the town **and** the countryside suffered from damage.
Both of these videos show the disaster in Japan. **Both** Ted **and** Larry play tennis.
Neither of my brothers has/have heard the news. **Neither** John **nor** Ryan has heard the news.
Either they evacuate now **or** later. **Either of** these suits looks good on you.
None of her sisters were rescued.

- Elicit that we use **the whole of** with singular countable nouns and NOT with uncountable nouns. Remind them that **both ... and** (*the one and the other*), **neither (of)** (*not one or the other*) and **either (of)** (*the one or the other*) refer to two people, things or groups, and that they can be used with *of* or on their own. e.g. *Both (of them) were happy.*
- Elicit that **none** refers to more than two people, things or groups.
- Refer Ss to the **Grammar Reference** section for further information.
- Explain the task and give Ss time to complete it.
- Check Ss' answers. Ss should justify their answers.

Answer Key

- Neither (not one and not the other)
- both (refers to two)
- The whole of (all the)
- Either (choice between two)
- none (more than two)

8 **Aim** To practise using different quantifiers in sentences

Suggested Answer Key

General – Had Japan experienced quite a few fore shocks in the days before the main earthquake?

Special – What Japan had experienced quite a few fore shocks in the days before the main earthquake?

Alternative – Had Japan or China experienced quite a few fore shocks in the days before the main earthquake?

Disjunctive – Japan had experienced quite a few fore shocks in the days before the main earthquake, hadn't it?

Speaking & Writing

9 **Aim** To consolidate a text

- Play the recording. Ss listen and follow the text in their books.
- Explain the task and give Ss time to complete it.
- Check Ss' answers around the class.

Suggested Answer Key

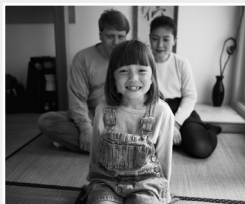
It was about a quarter to three and I was on my way to lunch. Suddenly, as I was crossing the street the ground began to shake. I froze on the spot as I saw office workers running out of their buildings and watched as the buildings shook violently. People were screaming and crying. To make matters worse, authorities announced a tsunami was heading our way and ordered people to run to high ground. There were frantic people everywhere running up the hills. Once up on the hill, we watched as a 10-metre-high tsunami crashed into the coast. It washed away houses, cars and buildings. I felt terrified.

10 **Aim** To expand on the topic

- Explain the task and ask Ss to work in groups and draw a picture. Alternatively, assign the task as HW.
- Ask Ss to present their picture(s) to the class.

Suggested Answer Key

Help us get our lives back!



1g Skills

Vocabulary

1 a) **Aim** To present disasters

- Direct Ss' attention to the disasters in the list.
- Play the recording. Ss listen and repeat as a class or individually.
- Go through the list of disasters and elicit which ones are natural and which ones are influenced by man.
- Then, elicit which disasters are shown in the pictures.

Answer Key

1 influenced by man	7 natural
2 natural	8 influenced by man
3 natural	9 natural
4 influenced by man	10 natural
5 influenced by man	11 influenced by man
6 influenced by man	12 natural

Picture 1 – war

Picture 3 – flood

Picture 2 – rail accident

Picture 4 – earthquake

b) **Aim** To match disasters to headlines

- Give Ss time to complete the task.
- Check Ss' answers. Ask Ss to give justifications.

Answer Key

A 1 (train)
B 10 (tremors)
C 8 (oil spill, coast)
D 6 (aircraft)
E 4 (blast, chemical plant)
F 7 (hurricane)
G 3 (rising river waters)
H 2 (side of mountain collapses)

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

Play the recording. Ss listen and match the descriptions to the pictures.

Answer Key

A 1 B 3 C 4 D 2

b) **Aim** To describe a picture

- Ss work in pairs and choose a picture to describe to their partner.
- Monitor the activity around the class and then ask various Ss to describe the pictures.

Suggested Answer Key

In picture 1, I can see five soldiers. They are wearing army clothes. They are all wearing gloves and hats. Four of them are looking through binoculars and one person is writing on a piece of paper. There is a vehicle behind them. I think it is a tank.

In picture 2, there is a large train engine. It is black with a red front with the letters 'SP' in white. It has come off the tracks, but it hasn't fallen over. There are two men by the side of the tracks in yellow jackets. I think they are discussing what to do.

In picture 3, there are a number of people walking along a raised walkway which runs along a flooded street. The people are wearing boots and pulling small suitcases along so I think they are being evacuated from a flooded town. Along the side of the street there are shops, but they are partly under the water.

In picture 4, there is a rescue worker and a search and rescue dog. They are in a collapsed building. I can see broken concrete walls. The dog is looking into an area which has collapsed and maybe it can smell a person trapped there. The man is wearing safety gear. He is wearing blue coveralls and a hard hat with a light on it.

Speaking

3 **Aim** To role-play giving and reacting to bad news

- Explain the task and ask two Ss to act out the example exchange.
- Ss work in pairs and use the useful language in the box and the headlines in Ex. 1b to make exchanges.

Suggested Answer Key

A: You'll never guess what's happened! Violent tremors have hit the capital city.

B: Oh no! That's terrible!

A: Did you see the news? There's been an oil spill off the coast.

B: That's so depressing.

A: Have you heard? There was a dangerous blast at a chemical plant.

B: Really? How horrible!

A: Guess what happened! Some buildings downtown were damaged by a hurricane.

B: I don't believe it!

A: Look at this! Rising river waters have closed roads.

B: It's awful, isn't it?

A: Did you hear about the side of a mountain that collapsed onto some homes?

B: Oh no! That's awful!

Listening

4 **Aim** To listen for key information

- Read the rubric and the choices (1-5) aloud and explain the task.
- Play the recording. Ss listen and do the task.
- Check Ss' answers around the class.

Answer Key

- A 2 (wave as high as 30 metres, giant wall of water)
 B 3 (whole village buried in snow, being chased by a huge mass of snow)
 C 5 (river overflowed, town turned into a giant swimming pool)
 D 1 (caused the side of the mountain to collapse, enormous pile of dirt and rocks blocking the main road)

5 **Aim** To give a news report

- Explain the task. If necessary, assign it as HW. You can photocopy the script for Ex. 4 on p. 18 for Ss to use as a model but Ss' reports should be shorter.
- Ss work in pairs and prepare their news reports.
- Ask various Ss to read their reports to the class.

Suggested Answer Key

On Wednesday 15th April, 2015, a powerful earthquake struck Nepal shortly before noon local time. The epicentre of the powerful 7.8 magnitude quake was near Katmandu, Nepal's capital city. Over 9,000 people were killed and more than 23,000 were injured. The earthquake also caused avalanches around Mount Everest, killing and injuring even more people. Across the region, whole villages collapsed and historic, centuries-old buildings were destroyed. The following aftershocks, the strongest one occurring on 12th May and having a magnitude of 7.3, caused even greater devastation. Assistance from Europe, the USA and various countries around the world was offered to the Nepalese government and the army in an attempt to deal with the shocking impact of the disaster.

1h Curricular: Geography

1 **Aim** To introduce the topic and read for specific information

- Elicit what Ss know about tsunamis.

Suggested Answer Key

I know that tsunamis are huge waves that can cause terrible damage to coastal areas.

- Ask Ss to write down three questions they would like to ask on the topic.
- Play the recording. Ss listen and follow the text in their books and see if they can answer the questions.

Suggested Answer Key

- 1 Why do they happen? (They are usually caused by an undersea earthquake.)
- 2 Why is there sometimes more than one at a time? (There are often other waves following a tsunami because of the ripple effect.)
- 3 How destructive can a tsunami get? (It can cause the loss of life, flatten buildings and trees and destroy whole ecosystems.)

2 **Aim** To read for gist

- Ask Ss to read the subheadings A-G and then give them time to read the text and complete the task.
- Check Ss' answers. Ask Ss to justify their answers.

Answer Key

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

- 1 undersea/underwater
- 2 move suddenly
- 3 the water ripples
- 4 wave moves, hit shore/strong and fast tide
- 5 slowly get smaller
- 6 powerful force, loss of life

- 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

speed (n): the rate at which sth moves

undersea landslide (phr): huge piece of land under the sea falling away from another piece

volcanic eruption (phr): activity during which a volcano explodes

tectonic plates (pl n): pieces of the Earth's crust

fault line (n): the place where two tectonic plates meet

slide (v): to move smoothly over sth

force (v): to use a lot of strength to move sth

pebble (n): a small smooth stone

ripple (v): (of water) to move gently in small waves

outwards (adv): away from the place sth started

shore (n): the place where the sea meets the land

come inland (phr): to come away from the coast

fast tide (phr): a natural movement of sea water but at great speed

impact (n): the force of one thing hitting another

in its path (phr): in the way of another thing

initial (adj): first

on a larger scale (phr): over a wider area or involving more people/things

tremendous damage (phr): a large amount of destruction

loss of life (phr): death

flatten (v): to destroy; to level

ecosystem (n): all the plants and animals that live in an area and their relationship to each other in the food chain

3 **Aim** To consolidate new vocabulary

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

Answer Key

- | | |
|-------------------|-----------------------|
| 1 earthquake | 4 shore, inland, path |
| 2 tectonic plates | 5 flatten |
| 3 pebble, scale | |

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

- Give Ss time to prepare their answers and tell their partners.
- Check Ss' answers by asking various pairs to tell the class.

Suggested Answer Key

I have learned what causes a tsunami.

Not all tsunamis are giant waves, some are strong tides.

An undersea earthquake usually happens on a fault line.

I didn't know there were underwater volcanoes.

5 **Aim** To research a topic

- Explain the task. Ask Ss to use the Internet or other sources of reference to collect information. Explain that Ss should first research the topic to collect information, then decide which information they will present and in which order. Ss should paraphrase the information. Ss can use pictures, drawings, etc to enrich their presentation. Ss can make a PowerPoint presentation.
- Ss work in pairs and prepare their presentations.
- Ask various pairs to present their information to the class.
- Alternatively, assign the task as HW and ask various pairs to present their information in the next lesson.

Suggested Answer Key

The word 'tsunami' comes from a Japanese word which means 'harbour wave'.

Testing nuclear devices by exploding them under the sea can cause a tsunami.

A historian in ancient Greece first made the connection between tsunamis and underwater earthquakes.

The wave travels very fast and increases in height only when it reaches shallow water.

1 **i** Writing

1 **Aim** To analyse the rubric

- Ask Ss to read the **Writing Tip**.
- Ask Ss to read through the rubric and the key words in bold and answer the questions.
- Explain to Ss that it is very important to read the rubric carefully so that they include all the points mentioned.
- Check Ss' answers around the class.

Answer Key

- 1 a story
- 2 readers of a travel magazine
- 3 a nasty holiday experience
- 4 between 120-180 words
- 5 first-person narrative

2 **Aim** To analyse a model story

- Read the rubric aloud, give Ss time to read the model story and answer the questions.
- Check Ss' answers.

Answer Key

- 1 The writer sets the scene by introducing the main characters (himself and his friend James), saying where and when they were (travelling across the USA during a summer holiday), and what they were doing (taking a journey on a steam train).
- 2 The climax event is when the train started rocking dangerously from side to side and people started screaming.
- 3 In the end, the train slowed down and pulled into the next station.
- 4 The characters felt relieved that no one was injured.

3 **Aim** To sequence a story

- Explain the task to Ss and give them time to reread the text and complete the task.
- In pairs, have Ss compare their answers.
- Check Ss' answers around the class.

Answer Key

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

4 **Aim** To identify adjectives in a story

- Ss do the task.
- Check Ss' answers.

Answer Key

1 thrilling 2 smooth 3 screeching

5 **Aim** To identify adverbs in a story

Elicit the adverbs in the story that describe the verbs in the list from Ss around the class.

Answer Key

1 slowly 3 dangerously 5 anxiously
2 frantically 4 quickly

6 **Aim** To practise using adjectives and adverbs

- Explain the task. Elicit which of the words in the list are adjectives/adverbs.
- Ss do the task. Check Ss' answers.

Answer Key

1 deafening (adj), violently (adv)
2 terrified (adj), massive (adj), rapidly (adv)
3 Dark (adj), heavy (adj)
4 carefully (adv)

7 **Aim** To practise using linkers that show sequence of events

- Explain the task to Ss and give them time to complete it.
- Check answers around the class.

Answer Key

1 As soon as 4 Suddenly 7 and then
2 Eventually 5 and
3 While 6 Before

8 **Aim** To understand how to set the scene

- Ask Ss to read through the **Study skills** box.
- Ask Ss to say how the writer sets the scene in the story in Ex. 2. (who = my friend James and I, where = travel across the USA, when = summer)
- Explain the task and give Ss time to complete it.
- Check Ss' answers around the class.

Suggested Answer Key

Last Saturday afternoon, Steve and his friends were enjoying themselves in their sailing boat. Suddenly, the sky went dark and the wind began to blow hard. Huge waves hit their boat and Steve and his friends felt frightened.

9 **Aim** To predict the content of a story and practise sequence of events

- Direct Ss' attention to the pictures and elicit

what each one shows and ask Ss to decide in which order they go.

- Play the recording. Ss listen and check.

Answer Key

1 C a huge wave hit the jeep
2 A the characters put their surfboards in the jeep
3 D the emergency services rescued them
4 B they went to the beach, there were dark clouds and the wind was strong

10 **Aim** To write a story

- Read the rubric aloud and elicit answers to the questions in the plan from various Ss around the class. Refer Ss to the **Writing Bank** for more details.
- Give Ss time to write their story and remind them to use a variety of adjectives and adverbs.
- Then ask various Ss to read their stories aloud.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

A Nasty Experience

It was a lovely sunny day in August. Matt and his three friends decided to go surfing at a nearby sandy beach. After they had loaded their surfboards in the back of Matt's jeep, they set off happily.

At first, the sun was shining brightly but by the time they got to the beach, dark clouds began to appear in the sky. The wind started blowing hard and the sea was full of big white waves. Excited rather than disappointed by the change in the weather, Matt drove onto the beach and parked on the sand.

All of a sudden, a huge wave smashed against the side of the vehicle and overturned it. They knew they had to get out quickly before another wave struck. Harry managed to open a door. "This way, hurry!" he shouted. Unluckily, Max's seatbelt was stuck. The boys screamed frantically as they tried to release him. Eventually, they managed, but not before the jeep was half full of water!

Matt phoned the emergency services and before long, they were towing the jeep out of the water. Everyone sighed with relief. It had been a nasty experience but at least they were safe.

Focus on RNE 1

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

- Go through the **Study skills** box with Ss.
- Ask Ss to read the sentences, paying attention to the underlined words.
- Give Ss time to complete the task.
- Check Ss' answers around the class.

Answer Key

- 1 C (*living next door to ..., I can't stand it*)
- 2 A (*Turn left and walk straight down*)
- 3 B (*worried about grandpa's health*)

2 **Aim** To listen for key information

- Explain the task and then ask Ss to read the sentences 1-6, paying attention to the key words. Ask Ss to think of words related to the key words (e.g. 1: *hope, finding, alive*, etc).
- Play the recording. Ss listen and match the statements to the speakers A-E.
- Check Ss' answers and play the recording again with pauses for Ss to check their answers.

Answer Key

A 4 B 6 C 2 D 1 E 5

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

- Go through the **Study skills** box with Ss. Explain that by reading a text rather quickly the first time we can get a general idea of what the text is about, i.e. the gist.
- Read the rubric and explain the task.
- Ask Ss around the class to offer their answers as well as justifications for their choices.

Answer Key

- A F (*In 1995 ... aired a programme ... scientists examining ... the body of an extraterrestrial being*)
- B NS
- C T (*not until 2006 ... publicly admitted ... story ... been made up*)

4 **Aim** To read for specific information

- Give Ss time to read the text and decide whether the statements are true, false or not stated.
- Check Ss' answers around the class and ask for justifications.

Answer Key

- 1 2 (*It was Halloween Eve ...*)
- 2 1 (*loaded guns ... defend themselves against whatever had landed*)
- 3 2 (*detailed the events of an invasion by creatures from planet Mars*)
- 4 1 (*frightening realistic ... so realistic that people were convinced ...*)
- 5 1 (*when people found out ... were furious*)
- 6 2 (*as the show began, there was an announcement ...*)
- 7 3
- 8 3

5 a) **Aim** To prepare for a word formation task

- Go through the rubric with Ss and explain the task.
- Ask Ss to give their answers and justify their choices (1 – verb in the form of a bare infinitive needed after the modal verb 'should'; 2 – adverb needed to describe how the action expressed by the verb 'see' is done; 3 – adjective needed to describe the noun 'object'; 4 – noun needed that goes after the possessive adjective 'your').

Answer Key

- | | |
|----------|-------------|
| 1 verb | 3 adjective |
| 2 adverb | 4 noun |

b) **Aim** To form correct derivatives

- Allow Ss a few minutes to complete the task.
- Write answers on the board.
- Ss check their answers.

Answer Key

- | | |
|-----------|-----------|
| 1 visit | 3 unusual |
| 2 quickly | 4 flight |

6 **Aim** To practise word formation

- Explain that the words in bold are the stem from which the missing words are derived.
- Give Ss time to complete the task and then compare their answers in pairs.
- Check Ss' answers.

Answer Key

- | | |
|----------------------|------------------------|
| 1 <i>incredibly</i> | 6 <i>concentration</i> |
| 2 <i>documentary</i> | 7 <i>terrified</i> |
| 3 <i>active</i> | 8 <i>Fortunately</i> |
| 4 <i>incredibly</i> | 9 <i>concentration</i> |
| 5 <i>documentary</i> | |

7 **Aim** To prepare for a writing task

- Go through the **Study skills** box with Ss. Explain that paying attention to key information in the rubric ensures that they complete the task correctly in terms of target reader, content and length.
- Allow Ss time to read the rubric and think of answers to the questions presented.
- Check Ss' answers around the class.

Answer Key

I am writing to my English-speaking pen friend, Alex in order to answer his three questions. My letter should be 100-120 words long.

8 **Aim** To write an informal letter

- Go through the rubric with Ss.
- Draw attention to the facts that the task is to be completed within 30 minutes and that the rules of letter writing must be followed.
- Allow Ss 30 minutes to complete the task and collect their work in order to assess it and return it.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

Dear Alex,

It was good to hear from you. Too bad your parents think going rock climbing might put you in danger. Personally, even though I've never been rock climbing, I'd love to go. My brother's done it and he says it's an amazing experience. Sports like rock climbing can be dangerous if you don't take all the necessary safety precautions. But I guess that's true of any sport, isn't it? For someone who doesn't want to do something too adventurous, I'd say hiking is a perfect activity. Taking long walks in nature is pleasant and not risky at all!

Have to go now. Write back and tell me what you decide about rock climbing.

Cheers,

Ivan

Language in Use 1

1 **Aim** To present and practise phrasal verbs

- Go through the list of phrasal verbs and their definitions and elicit an example for each one from various Ss around the class using their dictionaries to help them if necessary.
- Give Ss time to complete the task and then check Ss' answers.

Answer Key

- | | | |
|--------|------|-------|
| 1 away | 3 on | 5 off |
| 2 out | 4 up | 6 out |

2 **Aim** To practise prepositional phrases

- Explain the task and give Ss time to complete it and then check Ss' answers.
- Ask Ss to start a **Prepositions** section in their notebooks and use it to list words that go with prepositions in alphabetical order.
- Ask Ss to revise this section regularly as this will help them use the English language in a natural way.

Answer Key

- | | | | | |
|------|------|------|------|-------|
| 1 at | 2 to | 3 in | 4 in | 5 for |
|------|------|------|------|-------|

3 **Aim** To consolidate words which are often confused

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

Answer Key

- | | | |
|---------|-----------|-----------|
| 1 stay | 3 blocked | 5 reached |
| 2 shake | 4 rose | |

Note:

- **keep sb alive**
- **rise – rose – risen:** intransitive verb – doesn't take an object, **raise – raised – raised:** transitive verb – takes an object; (raise your hand) **arise – arose – arisen** (for problems, difficulties, etc.)
- **arrive in a big city, arrive at a small area** (village)

4 **Aim** To form compound adjectives

- Read the theory box and the examples aloud and then explain the task.
- Give Ss time to complete the task and then check Ss' answers.

Answer Key

- | | | |
|----------|------------|--------|
| 1 never- | 3 thought- | 5 man- |
| 2 well- | 4 thirty- | |

5 **Aim** To revise vocabulary from the module

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

Answer Key

- | | | |
|-------------|-----------------|-----------|
| 1 tectonic | 5 arm | 9 take |
| 2 flow | 6 emergency | 10 struck |
| 3 freelance | 7 environmental | |
| 4 volcanic | 8 dormant | |

Quiz**Aim** To consolidate information in the module

- Give Ss time to answer the quiz, looking back through the module if necessary.
- Check Ss' answers.

Answer Key

- | | |
|-----|--|
| 1 F | (as high as a thirty-storey building) |
| 2 F | (127 hours) |
| 3 T | |
| 4 T | |
| 5 T | |
| 6 T | |
| 7 F | (Undersea earthquakes, undersea landslides and underwater volcanoes cause them.) |
| 8 T | |

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

Suggested Answer Key

- 1 *Eyjafjallajökull erupted in 2011. (F – 2010)*
- 2 *Martin Rietze lost his arm in a climbing accident. (F – Aron Ralston)*
- 3 *Volcano chasing is dangerous. (T)*
- 4 *There is a movie about Aron Ralston. (T)*
- 5 *New Orleans has recovered from Hurricane Katrina. (F – It's making a slow recovery.)*
- 6 *Catatumbo is in Venezuela. (T)*
- 7 *The largest fire tornado in history happened in Brazil. (F – Japan)*
- 8 *It has rained frogs in Honduras. (F – fish)*

Russia 1

Reading & Listening

- 1 **Aim** To introduce the topic and read for specific information

- Direct Ss' attention to the picture and the title of the text.
- Elicit what Ss know about Yuri Gagarin.

Suggested Answer Key

Yuri Gagarin was a famous astronaut who was the first to travel into outer space.

- Ask SS to write down three questions they would like to ask on the topic.
- Play the recording. Ss listen and follow the text in their books and see if they can answer the questions.

Suggested Answer Key

- 1 *When did Yuri Gagarin first travel to space? (On 12th April, 1961.)*
- 2 *What was his profession before he became a cosmonaut? (He was an army officer.)*
- 3 *Was he alone in the spaceship? (Yes.)*

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

- Give Ss time to read the text again and mark the statements correctly.
- Check Ss' answers and ask for justifications.

Answer Key

- 1 *F Radio Moscow interrupted scheduled broadcasting to announce ...*
- 2 *T ... as its only crew ...*
- 3 *NS*

- 4 *T His safe return put to rest worries ... opened the doors to space travel.*
- 5 *F The Soviet Union had beaten the USA in the race to get the first man into space ...*
- 6 *F ... a previously unknown army officer ...*
- 7 *NS*
- 8 *T ... world cosmonauts honoured the hero ... 'Happy Yuri's Night'.*

- 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

interrupt (v): to stop a radio programme

temporarily to make an announcement

scheduled (adj): arranged or planned according to a programme

broadcasting (n): the airing of a radio programme

cosmic (adj): of or related to the universe

orbit (v): to move around the earth in circles

congratulate (v): to praise sb for their achievement

mankind (n): the human race

conquest (n): the act of doing sth successfully

hero (n): a person noted for special achievement in a particular field

icon (n): a person that represents sth of importance, an idol

honour (v): to show respect

- 3 **Aim** To consolidate information in a text

- Give Ss some time to prepare their answers and tell their partner.
- Check Ss' answers by asking various pairs to tell the class.

Suggested Answer Key

I was impressed by the fact that people manage to travel to space so early in time.

The fact that the landing site at Engels has become a monument park is another thing that impressed me.

It is impressive that after so many years, on the 50th anniversary of Gagarin's voyage, the cosmonauts honoured the hero by sending a video message to the people.

- 4 **Aim** To develop critical thinking skills

- Direct Ss' attention to the questions and give them some time to answer them, Ss can take down notes if they like.
- Ask Ss to justify their answers.

Answer Key

There are many reasons why space exploration is considered to be important. We can name just a few. For many, the ultimate aim would be space colonization in order to eliminate earth's overpopulation. For others, the issue that earth's

natural resources are running out could be solved by exploiting the natural resources that are virtually unlimited in outer space. We should also mention the useful environmental research that has been carried out throughout the years due to space exploration. The study of air quality, climate change, alternative energy, and dangerous near earth objects has greatly contributed to the welfare of humanity. Personally, I would love to go to space as I believe this would be an amazing experience for me. Seeing our planet from such a distance and realising how small and fragile it is may help us become more conscious and caring about our own home.

5 **Aim** To research a topic

- Explain the task. Ask students to use the Internet or other sources of reference to collect information. Explain that students should first research the topic to collect information, then decide which information they will use to make their posters. Ss should paraphrase the information. Ss can use pictures or drawings to enrich their posters.
- Ss work in groups of three and prepare their posters.
- Alternatively, assign the task as HW and ask various groups to present their poster to the next lesson.

(Ss' own answers.)

Module 2

Consumer society

Topic

In this module, Ss will explore the topics of shopping, shops & services, materials & substances, supermarket shopping, furniture & appliances and faulty products.

Modular page

27

Lesson Objectives: Overview of the module

Vocabulary: Shops & services (*shoe shop, clothes shop, supermarket, chemist's, bookshop, optician's, jeweller's, post office, butcher's, baker's, florist's, hair salon*); Nouns (*chicken breasts, biographies, bunch, daffodils, prescription, aisle, frozen foods, rolls*); Phrase (*cut and blow-dry*)

2a Products of the future

28-29

Lesson Objectives: To listen & read for gist, to read for specific information, to revise future tenses, to talk & write about products of the future

Vocabulary: Materials & substances (*fabric [cotton, silk, wool, nylon], metal [aluminium, steel], glass, wood [oak, pine], plastic*); Verb (*dissolve*); Phrasal verbs (*turn into, drop in, look into*); Nouns (*garment, trendsetter, booth, bandage, furniture covering, cartridge, skin graft*); Adjectives (*fully-functional, lighter, instant, voice-activated*); Phrases (*develop textiles, generate electricity, monitor fitness, spray-on fabric, minute fibres, dry instantly, go on sale, fully-working machine, no assembly required, endless possibilities, burn victim, dietary advice, on demand*)

2b Buy, buy, buy!

30-31

Lesson Objectives: To listen & read for gist, to revise comparative/superlative forms, to revise infinitive & -ing forms, to talk & write about supermarket tricks

Vocabulary: Verbs (*expose, overflow, grab, resist, tempt, tend (to), scan*); Nouns (*sliding doors, deal, bargain, brand, strategy, aisle, checkout, loyalty card*); Adjectives (*intentional, pre-packaged, loose, sneaky*); Phrases (*the answer lies, the smell hits you, freshly-baked bread, fresh produce, go to waste, at eye-level, give your neck a workout, tempting display, wait in line, money-off coupons, address sb by name*)

2c Culture Corner

32

Lesson Objectives: To listen & read for gist, to read for specific information, to summarise a text, to write a short text about a product from your country

Vocabulary: Verbs (*wonder, ban, fast-forward*); Phrasal verb (*go back*); Nouns (*story, generation, formula, serving, ingredients, trade secret*); Adjective (*crispy*); Phrases (*durable cotton, manual workers, big hit, staple item, take revenge, relieve plan, festive refreshments, sales rise*)

2d Everyday English

33

Lesson Objectives: Buying clothes, to practise intonation in exclamations, to practise role-playing

Vocabulary: Sentences (*What size are you?, Any good?, Can I try them on, please?, We've almost sold out., Can I pay by credit card?, Your receipt is in the bag., Do you need any help?, Could I have your ID, please?, They're on sale at the moment, aren't they?, Yes, they fit me really well.*)

2e The good old days

34-35

Lesson Objectives: To listen & read for gist, to read for specific information, to make assumptions based on information in a text, to compare two people's lifestyles

Vocabulary: Verbs (*rule, long, cherish, mend, admit, spoil, shudder*); Nouns (*time warp, era, values, time capsule, lipstick, convention, trilby hat, pension, conveniences, violence, greed, materialism*); Adjectives (*second-hand, vintage, authentic, tight, bland, distressing*); Phrases (*retro décor, make do, throwaway fashion, out of sight, in retreat from*)

2f Skyscraper farms

36-37

Lesson Objectives: To read for grammatical cohesion and coherence, to present/practise the future perfect and the future perfect continuous, to develop critical thinking skills.

Vocabulary: Skyscraper farms (*Solar panels and wind turbines power the building., Different storeys grow a variety of fruit and vegetables., Glass walls allow in sunlight., The produce is grown in a solution of nutrients and water.*); Verbs (*drain, rise, soar, power, consume, convert*); Phrasal verb (*spring up*); Nouns (*wonder, structure, equivalent, solution, nutrients, mankind, wasteland*); Adjective (*lush*); Adverb (*horizontally*); Phrases (*long gone, vertical farming, food shortage, environmentally friendly, transport costs, local produce, permanent light source, industrial greenhouse*)

Module 2

2g Skills

38

Lesson Objectives: To listen for key information, to make complaints & request action

Vocabulary: Faulty Products (*The heel is broken., The strap is torn., A button is missing., The lens is scratched., The lid is cracked., There's a chip in it., There's a hole in the sleeve., The earphones are damaged.*)

2h Curricular: Citizenship

39

Lesson Objectives: To listen & read for gist, to read for comprehension

Vocabulary: Verbs (*treat, operate*); Phrasal verb (*sell off*); Nouns (*bargain-hunting, quest, awareness, human rights, policy, sweatshop, child labour, guarantee, natural resources, treasure trove, purchase, reduced prices, balance*); Adjective (*ethical*); Phrases (*hard-earned cash, manufacture goods, mine of information, seasonal retail shift, money sense*)

2i Writing

40-41

Lesson Objectives: To analyse a model email of complaint, to present clauses of concession, to practise linking words, to write an email of complaint

Focus on RNE 2

42-44

Lesson Objectives: To read for gist, to read for grammatical cohesion, to practise answering survey questions

Language in Use 2

45

Lesson Objectives: To present/practise phrasal verbs with *do, drop & get*, to practise prepositional phrases, to form verbs from nouns/adjectives, to revise collocations, to do a quiz, to write a quiz

Russia 2

46

Lesson Objectives: To introduce a topic, to predict the content of a text, to listen and read for specific information, to practise synonyms, to make a presentation, to write a paragraph about a market in your town

Vocabulary: Verbs (*construct*); Adjectives (*open-air, vintage, medieval*); Adverb (*officially*); Nouns (*flea market, level, stall, cutlery, bargain, busker, surroundings*)

►► What's in this module?

Read the title of the module *Consumer society* and ask students to suggest what they think the module will be about (*it is about shops and shopping*). Go through the topic list and familiarise Ss with the content of the module.

Vocabulary

1 **Aim** To speculate

- Play the recording with pauses for Ss to repeat chorally or individually.
- Read sentences 1-12 aloud, one at the time and elicit which shop each one matches.

Answer Key

- | | |
|----------------|----------------|
| 1 clothes shop | 7 jeweller's |
| 2 butcher's | 8 hair salon |
| 3 bookshop | 9 chemist's |
| 4 optician's | 10 post office |
| 5 florist's | 11 supermarket |
| 6 shoe shop | 12 baker's |

2 **Aim** To listen for gist

- Play the recording. Ss listen and identify the shops.
- Check Ss' answers.

Answer Key

A clothes shop B jeweller's C shoe shop

3 **Aim** To expand on a topic

Explain the task. Ss, in pairs, prepare their answers. Go round the class and monitor the activity. Ask various pairs to report back to the class.

Suggested Answer Key

- A: *This top matches that skirt.*
B: *Yes, I think I'll try them on.*
 - A: *What size do you take?*
B: *I take a size 9.*
 - A: *Can I have a bunch of roses, please?*
B: *Sure. Here you are.*
 - A: *How much milk do we need?*
B: *A carton.*
- One woman is holding a top, the other woman is holding a skirt. I think the woman with the longer hair is looking for an outfit and the other woman is helping her find one.*
 - There is a couple in a shoe shop. They are holding a shoe in their hands and are looking at the display.*
 - A young woman is standing behind a table with flowerpots. She has got long brown hair and is wearing an apron. I think she is a florist.*

- 4 There is a woman in front of a large fridge full of dairy products in a supermarket. She is holding a paper bag full of groceries. She looks happy about her purchases.

As an extension, ask Ss to choose a picture and describe it. Ss should talk about: where the people are, what they are wearing, what they are doing and how they might feel.

Suggested Answer Key

Picture 1 shows two women in a clothes shop. They are both in their twenties with dark hair. The woman on the right is holding a blue polka-dot top in front of her body and the woman on the left is holding a black and white polka-dot skirt up near to it to see how it looks. The woman on the right is obviously trying to find an outfit and the other woman is helping her. Perhaps the woman on the left is a shop assistant.

Picture 2 shows a couple in a shoe shop. They are looking at trainers. They are holding a trainer in their hands and looking up at the display. They are both wearing casual clothes.

Picture 3 shows a florist. She is a young woman with long brown hair and she is wearing an apron. She is standing behind a table with flowerpots on it. She has an appointment book open on the table in front of her.

Picture 4 shows a woman in a supermarket aisle. She's standing by a large fridge full of dairy products holding a paper bag full of groceries. She's in her twenties and she's wearing a white shirt. She looks happy about her purchases.

OVER TO YOU!

Aim To personalise the topic

Elicit answers to the questions in the rubric from various Ss around the class.

Suggested Answer Key

I have a supermarket and a chemist's close to my home. They are small and run by local people. They are a bit expensive. The shops in the city centre are much bigger and have more products to choose from. I like to go to the clothes shops and shoe shops in the city centre to buy clothes, shoes and accessories. There is a greater variety of things to choose from.

2a Products of the future

Vocabulary

1 **Aim** To present new vocabulary

- Play the recording with pauses for Ss to repeat as a class or individually.
- Read the example sentence aloud and elicit similar sentences from Ss around the class.

Answer Key

- 2 The key is made of metal.
- 3 The bottle is made of glass.
- 4 The chair is made of wood.
- 5 The box is made of plastic.

Reading & Listening

2 **Aim** To listen and read for gist

- Direct Ss' attention to the title, introduction and pictures and elicit Ss' guesses as to what they think the text is about.
- Play the recording. Ss listen and follow the text in their books to find out.

Suggested Answer Key

I expect the text to be about technology of the future and how it will make life easier for people.

3 **Aim** To read for specific information

- Give Ss time to read the text again and decide whether the statements are true, false or not stated.
- Check Ss' answers and ask them to justify their answers.

Suggested Answer Key

- 1 F wear it again – just like the rest of your clothes
 - 2 T use the material again to make something new
 - 3 F when it goes on sale
 - 4 NS
 - 5 T medical researchers ... used to print out skin grafts
 - 6 NS
 - 7 T voice-activated
 - 8 F be on the market within the next few years
- Refer Ss to the **Check these words** box and explain/ elicit the meanings of the words/phrases or ask Ss to use their dictionaries and look them up.

Suggested Answer Key

develop textiles (phr): to come up with new fabrics
generate electricity (phr): to produce electric power
monitor fitness (phr): to check your athletic ability
spray-on fabric (phr): material that comes from a spray can
minute fibres (phr): very small threads
dry instantly (phr): to lose all moisture very quickly
turn into (phr v): to become
garment (n): item of clothing
dissolve (v): to turn to liquid and disappear
go on sale (phr): to become available to buy
trendsetter (n): a person who starts a new fashion
booth (n): a small private area separated from a public area by thin walls
drop in (phr v): to visit quickly
look into (phr v): to investigate
bandage (n): a dressing for a wound/injury

Module 2

furniture covering (n): fabric on couches, chairs, etc

fully-working machine (phr): a piece of equipment that functions as it should

fully-functional (adj): able to do everything it is meant to

light (lighter – lightest) (adj): not heavy

no assembly required (phr): no need to put sth together, it is ready to use

endless possibilities (phr): infinite ways of using sth

cartridge (n): part of a machine that can be replaced when it runs out e.g. ink cartridge

skin graft (n): a piece of healthy skin used to replace another that has been damaged

burn victim (phr): a person who has been injured by fire

dietary advice (phr): dos and don'ts of what to eat

on demand (phr): ready when needed

instant (adj): immediate

voice-activated (adj): relating to a device that starts working when it hears sb's voice

4 **Aim** To consolidate new vocabulary

Give Ss time to complete the sentences then check Ss' answers.

Answer Key

- | | | |
|-------------|-------------|------------|
| 1 instantly | 3 turn into | 5 access |
| 2 assembly | 4 endless | 6 dissolve |

Grammar

5 **Aim** To revise future tenses

- Explain the task. Go through the uses a-g and elicit which tense we use in each case. Refer Ss to the **Grammar Reference** section for more details.
- Give Ss time to complete the task and then check Ss' answers.

Answer Key

- | | | | |
|-----|-----|-----|-----|
| 1 e | 3 a | 5 c | 7 g |
| 2 d | 4 b | 6 f | |

- Elicit further examples from the text in Ex. 2.

Answer Key

will: what everyday life will be like, it'll probably cost around £10 a can, there will be

be going to: all of it is going to be on the market within the next few years

future continuous: what will we be wearing, before long we will be talking to the walls

6 **Aim** To practise future tenses

- Explain the task. Give Ss time to complete it and then check Ss' answers.
- Elicit the reasons for each use.

Answer Key

- will answer – an on-the-spot decision
- will be – a prediction based on what we believe/imagine

3 am going to buy – a plan or intention

4 Are you working – a fixed arrangement

5 will be travelling – an action in progress at a particular time in the future

6 won't lie – a promise

7 is going to play – a prediction based on what we see

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

Elicit a variety of answers from Ss around the class.

Suggested Answer Key

I will be studying at school this time next week.

I will be having an English lesson this time next week.

I'm playing football tomorrow evening.

I'm visiting my grandparents tomorrow evening.

In the summer, I will swim in the sea.

In the summer, I will go on holiday.

I'm going to clean my room this weekend.

I'm going to watch TV this weekend.

Speaking & Writing

8 **Aim** To speculate

Give Ss three minutes to prepare their answers and then ask various Ss to tell the class.

Suggested Answer Key

People will be able to make clothes that fit them perfectly with the spray-on fabric. They won't need to look for clothes that are the right size. Fabrican will also help people who travel a lot. They won't need to pack so many clothes when they travel. The 3D printer will help scientists and medics to test their ideas. Also, shoppers will be able to use it to get what they want without leaving the house. The e-home will help people to live healthy lifestyles. It will also help people communicate because it will make the Internet available throughout the house.

2b Buy, buy, buy!

Vocabulary

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

- Play the recording with pauses for Ss to repeat as a class or individually.
- Check Ss' intonation and pronunciation.

b) **Aim** To describe a picture

Direct Ss' attention to the picture and ask various Ss to describe it.

Suggested Answer Key

The picture is of a supermarket **checkout**. There's a

customer who has bought a lot of goods. She has a full **trolley** and a lot more products near the cash register. There is a **cashier** operating the cash register. The customer has been to a lot of **supermarket sections**. She has bought a large chicken, bottles of milk, carrots, broccoli, paper towels, crisps and tinned food. She doesn't seem to have any **pre-packaged** fruit or vegetables.

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

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

Suggested Answer Key

I go to the supermarket with my family once a week. My dad makes a list of the things we need, but we don't always stick to it because I always ask if we can buy things I like, such as crisps, biscuits and fizzy drinks. We often buy sweets, magazines and newspapers at the checkout, too.

b) **Aim** To listen and read for gist

Play the recording. Ss listen and follow the text in their books and find out about supermarket tricks.

Suggested Answer Key

Supermarkets use delicious smells, special offers, packaging, product placement and tempting displays to tempt us into spending more.

3 **Aim** To read for gist

- Ask Ss to read through the subheadings A-G and explain/elicite the meanings of any unknown words.
- Ask Ss to read the text again and match the subheadings to the paragraphs.
- Check Ss' answers. Ask Ss to justify their answers.

Answer Key

- 1 F smell, displays
- 2 E buy one get one free
- 3 G middle shelves, high shelves
- 4 B packaging strategies
- 5 C moves it, walking up and down
- 6 D planning for near future

- 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

expose (v): to reveal the truth about sb or sth, esp sth bad

overflow (v): to be so full that things are falling out

the answer lies (phr): the solution can be found

grab (v): to snatch or take sth quickly

sliding doors (pl n): automatic doors that open sideways when a person approaches

freshly-baked bread (phr): bread that has just come out of the oven

the smell hits you (phr): you encounter a strong aroma

fresh produce (phr): recently picked fruit and vegetables

intentional (adj): done on purpose; deliberate

tempt (v): to attract sb to sth

resist (v): to stop yourself from doing or having sth

deal (n): a bargain

go to waste (phr): to be thrown away, usually without being used

bargain (n): sth that is good value for money

tend (to) (v): to usually do sth

at eye-level (phr): (to be) at the height of most people's line of sight

brand (n): a product made by a particular manufacturer

give your neck a workout (phr): to stretch your neck upwards

strategy (n): plan

pre-packaged (adj): already wrapped in plastic, cardboard, etc

loose (adj): not packaged in a bag, box, etc

aisle (n): the long narrow gap between rows of shelves in a supermarket

checkout (n): the area where you pay for your purchases in a shop/supermarket

tempting display (phr): an arrangement of goods that attracts people to buy them

wait in line (phr): to stand with people one behind the other and wait for your turn

sneaky (adj): dishonest

scan (v): to get information from sth using a machine

loyalty card (n): a plastic card that some shops give to regular customers which is used to collect points and receive special discounts

money-off coupons (phr): vouchers issued to customers by retailers to get a reduced price on certain goods

address sb by name (phr): to call sb by their name

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

- Explain the task and give Ss time to complete it.
- Check Ss' answers by asking Ss around the class to read the sentences aloud.

Answer Key

- | | | |
|-------------------|-----------|------------|
| 1 pre-packaged | 4 loyalty | 7 eye |
| 2 money-off | 5 wait in | 8 tempting |
| 3 environmentally | 6 sliding | |

Suggested Answer Key

Sometimes, we get **money-off coupons** in the post.

I take my own shopping bags to the supermarket to be more **environmentally friendly**.

My mum has a **loyalty card** for our local supermarket.

I hate to **wait in line**.

I think all supermarkets have **sliding doors** these days.

Supermarkets put the most popular brands at **eye level** so many people put them in their shopping trolley without thinking.

There are **tempting displays** of sweets at the checkout to choose from.

b) **Aim** To expand vocabulary

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

Answer Key

displays: exhibitions

intentional: planned

bargain: good buy

workout: training

grab: get

sneaky: dishonest

Grammar

5 **Aim** To revise comparative/superlative forms

- Revise the comparative. Explain that we use the comparative to compare two people or things. We form the comparative of one or two-syllable adjectives with **adjective + er** (*tall – taller*) and with **more + adjective** (*expensive – more expensive*) for adjectives with more than two syllables. We also use **than** with the comparative. (*This supermarket is more expensive than that one.*)
- Revise the superlative. Explain that we use the superlative to compare one person or thing with the others of the same group. We form the superlative of one or two-syllable adjectives with **adjective + est** (*cleverest*) and with **most + adjective** for adjectives with more than two syllables (*the most expensive*). We also use **of/in** with the superlative. (*This is the most expensive supermarket of all in the area.*)
- Go through the examples in the box. Refer Ss to the **Grammar Reference** section for more details.

Answer Key

Examples in the text in Ex. 2:

feel even hungrier, most expensive ones, cheaper brands, which goods are the cheapest

6 **Aim** To practise comparative/superlative forms

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

Answer Key

- | | | |
|------------------|------------|------------------|
| 1 more expensive | 4 longer, | 6 higher, higher |
| 2 the biggest | more | 7 the tastiest |
| 3 good | 5 the best | |

7 **Aim** To revise the -ing/(to) infinitive forms

- Revise the to-infinitive form. Explain that we use the to-infinitive after certain verbs (*advise, agree, decide, expect, hope, offer, promise, etc*), after *be + adjective* (*glad, happy, nice, sorry, etc*), after some verbs (*know, learn, remember, ask, etc*) when there is a *question word* after them, with *too* and *enough* and to express purpose.
- Explain that we use the infinitive without *to* after modal verbs (*can, must, etc*) and after the verbs *let* and *make*.

- Revise the -ing form. Explain that we use the -ing form after the verbs *like, love, dislike, hate, enjoy, prefer, start, begin, stop, finish*, after *prepositions*, after the verb *go* when we talk about activities, after certain expressions (*it's no use, it's not worth, there's no point in*) and after the verbs *avoid, admit, confess, deny, look forward to, spend, suggest*. Refer Ss to the **Grammar Reference** section for more details.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

Answer Key

- | | |
|-------------------------|-------------------------|
| 1 -ing form | 5 to-infinitive |
| 2 infinitive without to | 6 to-infinitive |
| 3 to-infinitive | 7 infinitive without to |
| 4 -ing form | |

make you spend, Let's grab, start feeling, making you feel, by selecting, can resist, might not be saving, you'll have, remember to give, make it easy to work out, love doing, have to spend, want to buy, will scan, might even get, you've forgotten to buy

Suggested Answer Key

- I avoid going shopping at the weekends.*
- My parents let me spend all my money.*
- I would prefer to buy the fruit for the picnic from the market.*
- I can't stand waiting in queues in shops.*
- We have enough flour to make several cakes.*
- I promise to return the car by 9 o'clock.*
- I must get a new pair of shoes for work.*

8 **Aim** To practise the -ing /(to) infinitive forms

- Explain the task and give Ss time to complete it. Refer Ss to the **Grammar Reference** section for more details.
- Check Ss' answers. Then ask various Ss to tell the class how the sentences differ in meaning.

Answer Key

- | |
|------------------------------------|
| 1 a to buy (failed to remember) |
| b shopping (not recall) |
| 2 a to get (interrupted a journey) |
| b working (ceased an activity) |
| 3 a living (all the time) |
| b to go (one occasion) |
| 4 a spending (wish we hadn't) |
| b to inform (be sad) |
| 5 a cutting (as a test) |
| b to stick (make an effort) |

Speaking & Writing

9 **Aim** To develop critical thinking skills

- Give Ss three minutes to prepare their answers.
- Then ask various Ss around the class to share their answers with the rest of the class.

Suggested Answer Key

I learned how supermarkets try to make their customers spend more money. It is helpful to know that loose fruit and vegetables are usually cheaper than pre-packaged ones. It is also useful to know that people waste a lot of money buying more than they need because of special offers. I will remember that and try not to buy too much at supermarkets.

2c Culture Corner

1 **Aim** To introduce the topic and listen and read for gist

- Read the subheadings in the text aloud and elicit what Ss know about the products.
- Play the recording. Ss listen and follow the text in their books and find out about them.

Suggested Answer Key

I know that jeans were invented in America sometime in the 1800s. I don't know much about potato chips. I know that Coca-Cola is probably the most popular soft drink in the world and the recipe is a secret.

2 **Aim** To read for specific information

- Ask Ss to read the text again and answer the questions.
- Check Ss' answers.

Answer Key

- | | |
|----------------|--------------------|
| 1 Coca-Cola | 4 Coca-Cola |
| 2 potato chips | 5 jeans, Coca-Cola |
| 3 potato chips | 6 jeans |
- ... in his backyard!
 - Crum got very angry ...
 - To George's surprise ... other diners began asking for them, too.
 - ... was first sold ... on 8th May, 1886. ... made about \$50 in the first year ... In 1887 ... sales had risen by over 4000%.
 - ... decided to design trousers for manual workers .../ The soft drink was first sold as a medicine ...
 - At first, many places ... banned them.
- 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

wonder (v): to think about the reason why

story (n): history

go back (phr v): to date back to a certain time

durable cotton (phr): a natural fabric that resists wear and tear

manual worker (phr): a person whose job involves physical labour

big hit (phr): a huge success

generation (n): a group of people who were all born around the same time and who share similar experiences

ban (v): to state officially that sth is not allowed

staple item (phr): sth that is basic and important in everyday life

take revenge (phr): to get even with sb who you feel has wronged you

fussy diner (phr): a person at a restaurant who complains about their food

batch of fries (phr): a portion of fries cooked at the same time

crispy (adj): dry and hard

fast-forward (v): to skip ahead in time

formula (n): the amounts of various substances that make up another substance

brass kettle (phr): a container for boiling water made from a yellow metal (made from copper and zinc)

serving (n): portion

sales rise (phr): a large number of products are sold

ingredients (pl n): the different foods that go together to make sth, especially a dish

trade secret (n): information that is kept hidden from others by a company so their competitors don't steal their business

3 **Aim** To consolidate new vocabulary

Give Ss time to complete the task using their dictionaries if necessary and then check Ss' answers.

Suggested Answer Key

sailors – men who work on a ship

manual workers – people who work with their hands

big hit – popular

banned – forbade

staple – basic

thick – not thin

take revenge – punish

fussy diner – difficult-to-please restaurant customer

crispy – crunchy

thrilled – very pleased

servings – portions of food or drinks

formula – recipe

ingredients – components of a mixture

4 **Aim** To make notes and summarise a text

- Explain the task and write the headings on the board.
- Elicit notes for each heading from Ss around the class and Ss copy them into their notebooks.
- Ask various Ss to use their notes to present the products to the rest of the class.

Suggested Answer Key

Product	when invented/ by whom	how it became popular	the product today
Jeans	1853, Levi Strauss	manual workers liked jeans	staple item of clothing
Potato chips	1853, George Crum	a customer complained about thick French fries	sales of \$6 billion a year in the US
Coca-Cola	1886, John Pemberton	a businessman bought the formula	most famous soft drink in the world

5 **Aim** To write a short text about a well-known product from your country

- Ask Ss to work in groups and collect information from the Internet, school textbooks, encyclopaedias or other reference sources about a well-known product from their country.
- Allow time for Ss to collect their information and write their texts. Alternatively, assign the task as HW.
- Ask various Ss to read their texts to the class.

Suggested Answer Key

product	when invented/ by whom	how it became popular	the product today
Matryoshka dolls	1890, Sergei Maliutin & Vasily Zvyozdochkin	An industrialist promoted them in France	a famous souvenir

Matryoshka dolls are popular Russian souvenirs that have many small dolls inside them, each one smaller than the other. These wooden dolls are beautifully painted, often in bright colours. At the end of the 19th century in Russia, Sava Mamontov was an industrialist and supporter of the arts. One of the artists that worked for him saw a Japanese doll that had other dolls inside it and decided to make something similar. Sergei Maliutin designed the doll and Vasily Zvyozdochkin carved the first one in 1890. The dolls became famous worldwide when they won a prize at an exhibition in Paris in 1900.

2d Everyday English

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

- Play the recording. Ss listen and repeat as a class or individually.
- Check Ss' intonation and pronunciation.

b) **Aim** To identify speakers

- Elicit which speaker would say each sentence.
- Play the recording for Ss to check their answers.

Suggested Answer Key

shop assistant: What size are you?; Any good?; We've almost sold out.; Your receipt is in the bag.; Do you need any help?; Could I have your ID, please?
customer: Can I try them on, please?; Can I pay by credit card?; They're on sale at the moment, aren't they?; Yes, they fit me really well.

2 **Aim** To identify synonymous sentences in a dialogue

- Read the sentences out loud and give Ss time to find alternative phrases in the dialogue that have a similar meaning.
- Check Ss' answers.

Answer Key

Is it alright if I use my credit card to pay? – Can I pay by credit card?
They are reduced in price right now, aren't they? – They're on sale at the moment, aren't they?
Could you please give me your ID card? – Can I have your ID, please?
Are they the right size? – Any good?
We don't have many left. – We've almost sold out.

Intonation

3 a) **Aim** To practise intonation in exclamations

- Go through the table with Ss. Elicit/Explain that exclamations are sentences that are used to express a huge range of emotions.
- Play the recording. Ss listen and read the examples.
- Elicit whether the intonation in each case is rising or falling.

Answer Key

falling = How rising = What

b) **Aim** To practise making exclamations

- Explain the task and give Ss time to complete it.
- Play the recording. Ss listen and check their answers.
- Play the recording again, then ask Ss to repeat as a class or individually.

Answer Key

1 What a 2 What 3 How 4 How

Speaking

4 **Aim** To practise role playing

- Explain the situation.
- Tell Ss that they can use the sentences in Exs 1 & 2 and the plan to complete the task.
- Ss complete the task in pairs.
- 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: Do you need any help?
 B: Yes, please. I'm looking for the green T-shirt that's in the window.
 A: What size are you?
 B: Medium. Can I try one on?
 A: Sure. Let me take a look ... Here's one in your size. The fitting rooms are over there ... Any good?
 B: Yes, it fits me really well. I'll take it. Is it alright if I use my credit card to pay?
 A: Yes, that's no problem. That's £25 then, please.
 B: Here you are.
 A: Sign here, please. Thank you. Here's your card back and your receipt.
 B: Thank you very much. Goodbye.
 A: Goodbye.

2e The good old days

Vocabulary & Reading

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

- Write the headings on the board and elicit words from Ss around the class for each heading.
- Ask Ss to copy the vocabulary into their notebooks.

Suggested Answer Key

rooms: kitchen, bedroom, dining room, study, utility room
furniture: chair, dining table, bookcase, desk, coffee table
appliances: microwave, vacuum cleaner, dishwasher, washing machine, fridge

b) **Aim** To elicit information from a picture

Direct Ss' attention to the picture and elicit what Ss can guess about the 1950s from what it shows.

Suggested Answer Key

The picture shows that people in the 1950s didn't have as much technology in their kitchens as we have. For example, they didn't have electric kettles – they heated water on top of the cooker. The woman is using a wooden spoon to mix ingredients, which shows that people didn't have electric mixers, either.

The picture suggests that people in the 1950s used cookbooks a lot – the woman is holding one open and there is also one on the kitchen table.

c) **Aim** To compare a modern kitchen and a 1950s kitchen

- Ask Ss to think about their kitchen at home and compare it to the one in the picture.
- Ask various Ss around the class to tell the class.

Suggested Answer Key

The kitchen in my house has a lot of modern electrical appliances whereas the one in the picture has got authentic 1950s ones. We have an electric kettle, a fridge, a dishwasher, a cooker and a microwave. We have cupboards on the walls and under the counters. We also have a wooden table with chairs around it. Our kitchen isn't as colourful as the one in the picture.

2 **Aim** To listen and read for gist

- Ask Ss to read the title and the introduction and then elicit Ss' guesses in answer to the question in the rubric.
- Play the recording. Ss listen and follow the text in their books to find out.

Suggested Answer Key

I think Joanne Massey's life is simple. She lives like a 1950s woman without a mobile phone or modern gadgets.

BACKGROUND INFORMATION

Birmingham is a large city in the county of West Midlands in central England. Over 1 million people live there. It is an international commercial centre as well as a centre for education.

In **1950s Britain** the population was around 50 million. Most of the women stayed at home while the men went to work. There was more housework because typically homes only had a cooker and a vacuum cleaner. Only one third of households had a washing machine so people washed their clothes by hand. Not many people had fridges which meant they had to buy fresh food daily. Until the early 50s, food, clothing, furniture and petrol were rationed to make sure that everybody got a fair share of what was available because there were shortages after WWII. Only 10 percent of the population had a telephone, and TVs didn't become common until 1953 when Queen Elizabeth's coronation was televised. For entertainment, people listened to the radio, played gramophone records or spent their free time reading, knitting, sewing or gardening.

3 **Aim** To read for specific information

- Give Ss time to read the text again and answer the questions.
- Check Ss' answers. Ask Ss to justify their answers.

Answer Key

- 1 D (lines 15-16) 4 D (lines 42-46)
2 C (lines 26-28) 5 C (lines 51-53)
3 B (lines 31-34)

- 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

rule (v): to control

long (v): to desire

time warp (n): an imaginary distortion in time where a person from one period can exist in another period in history

era (n): a period in history

values (pl n): moral principles

cherish (v): to treasure

time capsule (n): a box of objects typical of the age, buried or preserved for discovery in the future

retro décor (phr): old-fashioned decoration of rooms in a house

second-hand (adj): previously owned by sb else

vintage (adj): old but the best of its kind

authentic (adj): real, genuine

lipstick (n): make-up for the lips

tight (adj): fitting closely to the body; not loose

convention (n): a big meeting of people belonging to the same organisation

trilby hat (n): a style of headwear worn in the 50s made of felt

bland (adj): plain, uninteresting

make do (phr): to manage, to get by

mend (v): to repair

throwaway fashion (phr): cheap, trendy items that go out of style quickly and are easily replaced

pension (n): an amount of money paid by the state to a retired person

distressing (adj): upsetting

admit (v): to confess

conveniences (pl n): things intended to make life easier

out of sight (phr): unable to be seen

spoil (v): to ruin

in retreat from (phr): running away from sth

violence (n): behaviour with the intent to cause harm

greed (n): the desire to have more of sth than is needed

materialism (n): an attitude that attaches a lot of importance to owning things

shudder (v): to shake with fear, cold or horror

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

- Explain the task and give Ss some time to complete it and write their sentences.
- Check Ss' answers.

Answer Key

- | | | |
|----------|----------------|---------------|
| 1 warp | 5 conveniences | 9 career |
| 2 TVs | 6 bright | 10 tips |
| 3 music | 7 stylish | 11 appliances |
| 4 values | 8 fashion | 12 back |

Suggested Answer Key

Joanne Massey lives in a 1950s **time warp**.

They had **black and white TVs** in the 50s.

Rock and roll music was popular then.

People had **traditional values** in the 50s.

She has a laptop and other **21st century conveniences** but she keeps them hidden.

She likes to wear **bright lipstick**.

Her husband often wears a **stylish suit** from the 50s.

Joanne doesn't like the **throwaway fashion** of modern times.

She has a successful **singing career** as Lola Lamour.

Joanne writes a blog giving people **cleaning tips**.

Joanne Massey has lots of **second-hand appliances** in her house.

There wasn't so much violence and greed **back then**.

b) **Aim** To consolidate new vocabulary

- Explain the task.
- Refer Ss back to the text and give Ss some time to complete it.
- Check Ss' answers.

Answer Key

cherishes – adores

vintage – antique

convention – large meeting

trilby (hat) – a hat made of felt

bland – dull

values – moral principles

throwaway – disposable

looked after – took care of

spirit – energy

pensions – money for retired people from the state

distressing – upsetting

tips – advice

admits – confesses

conveniences – useful equipment

out of sight – hidden

in retreat from – running away from

greed – desire to have more of sth than you need

materialism – culture of valuing shopping and goods

shudder – shake in disgust

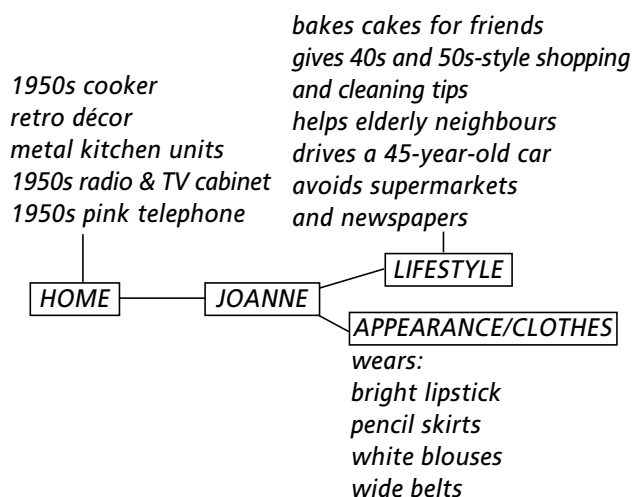
Speaking & Writing

5 **Aim** To complete a web diagram, make notes and summarise a text

- Read the **Study skills** box aloud.
- Give Ss time to read the text again.
- Write the headings on the board, ask Ss to copy them into their notebooks, and give Ss time to make notes under each heading.

- Elicit notes for each heading from various Ss and write them on the board. Ss use either their notes or the notes on the board to give a summary of the text to their partner.
- Choose various Ss from around the class to summarise the text in front of the class.

Suggested Answer Key



Joanne Massey lives in a home that has a 1950s cooker, radio, and telephone. It has retro décor, including metal kitchen units and a 1950s TV cabinet. She dresses like a woman in the 1950s, in clothes like pencil skirts, white blouses, and wide belts. She wears bright 1950s-style lipstick. Her lifestyle is also very 1950s. She bakes cakes for friends, gives 1950s-style shopping and cleaning tips, helps her elderly neighbours, drives a 45-year-old car, and avoids supermarkets and newspapers.

6 **Aim** To make assumptions based on information in a text

- Give Ss time to write a few sentences about Joanne Massey's personality.
- Ask various Ss to read their sentences aloud.

Suggested Answer Key

I think Joanne Massey is a very caring person. She says she doesn't like the 21st century because of violence, greed, and materialism. She prefers having a 1950s lifestyle because she thinks people treated each other better then. I think living like it's the 1950s is a little strange, but I admire her because she has strong values and prefers a simpler life.

7 **Aim** To compare two people's lifestyles

- Explain the task and give Ss time to write a few sentences comparing their lifestyle to Joanne Massey's.
- Ask various Ss to read their sentences aloud.

Suggested Answer Key

My lifestyle is similar to Joanna Massey's. I don't use the Internet every day and I like cooking a lot. Although I don't go shopping for my neighbours like Joanne, I do help them with chores like gardening sometimes.

2f Skyscraper farms

Reading & Listening

1 **Aim** To present new vocabulary

- Ask Ss to look at the picture. Elicit what they can see (*a tall round glass building*).
- Play the recording. Ss listen and repeat chorally and/or individually.
- Ask various Ss around the class to try to answer the questions in the rubric.
- Give Ss time to read the task and find out.

Suggested Answer Key

I think it's a tall building where you can grow food. It is powered by solar panels and wind turbines and the produce is grown in a solution of nutrients and water.

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

- Explain the task. Give Ss time to read the text and change the word for each gap, making sure the text is coherent as well as lexically and grammatically correct.
- Check Ss' answers around the class.
- Refer Ss to the **Check these words** box and explain/ elicit the meanings of the words/phrases or ask Ss to use their dictionaries and look them up.

Answer Key

- | | | |
|-------------------|--------------------|-----------|
| 1 will have risen | 5 more | 9 started |
| 2 will be | 6 having | |
| 3 arrives | 7 doesn't mean | |
| 4 will be powered | 8 has been farming | |

wonder (n): a masterpiece or a landmark globally admired

structure (n): a type of building

lush (adj): having lots of plants

long gone (phr): finished; not existing anymore

drain (v): to exhaust or empty

rise (v): to increase

soar (v): to rise, to go up

equivalent (n): sth equal to sth else

spring up (phr v): to suddenly appear

vertical farming (phr): growing fruit & vegetables in tower blocks

solution (n): a liquid in which another substance has been dissolved

nutrients (pl n): substances that help plants/animals grow

food shortage (phr): lack of food

environmentally friendly (phr): not damaging the environment

power (v): to provide with energy

transport costs (phr): the amount of money needed to move goods

local produce (phr): fruit & vegetables grown locally
permanent light source (phr): a continuing supply of light

industrial greenhouse (phr): a large durable structure made to grow crops within a controlled environment

mankind (n): the human race

horizontally (adv): parallel to the horizon, not vertically

consume (v): to use; to eat; to spend

convert (v): to change sth into sth else so as to use it for a different purpose

wasteland (n): an area of land that is not used

3 **Aim** To consolidate new vocabulary

- Give Ss time to complete the task. Tell them to use their dictionaries if they wish.
- Check Ss' answers.

Answer Key

- | | | |
|----------------|-----------|-----------|
| 1 challenge | 4 save | 7 produce |
| 2 risen | 5 powered | 8 rising |
| 3 springing up | 6 drains | |

4 **Aim** To practise new vocabulary

- Give Ss time to complete the task. Ss can look up any words they are unsure of in their dictionaries.
- Check Ss' answers. Give Ss time to write their sentences. Check Ss' answers by asking various Ss to read their sentences aloud.

Answer Key

- | | | | |
|------------|------------|---------|----------|
| 2 friendly | 4 wind | 6 local | 8 direct |
| 3 real | 5 vertical | 7 costs | |

Suggested Answer Key

- We only buy products that are **environmentally friendly**.
- Feeding everyone is going to be a **real challenge** in the coming years.
- Skyscraper farms are powered by **wind turbines**.
- Vertical farming** may solve the problem food shortage in the future.
- We should all try to buy **local produce**.
- Transport costs** are included in the products you buy.
- Avoid **direct sunlight** and use sunblock if you have fair skin.

Grammar

5 **Aim** To present the future perfect and the future perfect continuous

- Write on the board: *I will have taught* and say what you will have done by the end of the day (*I will have taught for 8 hours by the end of the day*). Elicit the meaning of *will have* + past participle (expresses an action that will have finished before a stated time in the future).
- Write on the board: *I will have been living* and say

how long you will have been living at your house by the end of next month (*By the end of next month, I will have been living in my house for 10 years*). Elicit the meaning of *will have been* + verb + -ing (expresses the duration of an action until a certain time in the future).

- Ask Ss to read through the theory box and then find examples in the text.
- Write answers on the board as Ss say them aloud.

Answer Key

will have risen, will have been travelling

6 **Aim** To practise the future perfect and the future perfect continuous

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

Answer Key

- | | |
|--------------------------|--------------------------|
| 1 will have been living | 5 Will we have found |
| 2 will have started | 6 will have been driving |
| 3 will have been working | 7 Will you have packed |
| 4 won't have finished | 8 will have prepared |

7 **Aim** To personalise the topic

- Read out the rubric and explain the task.
- Ss work in pairs and tell each other their answers.
- Monitor the activity around the class and then ask some pairs to tell the class.

Suggested Answer Key

I hope I will have travelled abroad and I hope I will have got a great career by the time I'm 30.

By the end of this year, I will have been learning English for over 5 years and I will have been living in my house for over 7 years.

Speaking & Writing

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

- Play the recording. Ss listen and follow the text in their books.
- Ss work in groups and tell each other what they learnt. Then, ask some Ss to tell the class.

Suggested Answer Key

I learnt that the population is going to reach 9 billion by the year 2050 and that we don't have enough farmland to grow enough food for all those people. I learnt that scientists are trying to solve the problem with ideas like vertical farming. It was interesting to learn that crops can be grown in nutrients and water instead of soil.

9 **Aim** To develop critical thinking skills

- Explain the task and give Ss time to write their sentences.

- Ask various Ss around the class to read their sentences aloud.

Suggested Answer Key

Vertical farms are a good idea because they don't take up as much space as traditional farms. They may be a solution to growing enough food for an increasing population with a lack of farmland. They can be built in cities to allow people to have access to local produce and therefore reduce transport costs. They will be powered by solar and wind energy and will grow a variety of fruit and vegetables in a solution of nutrients and water.

2g Skills

Vocabulary

- 1 a) **Aim** To present vocabulary related to faulty products

- Direct Ss' attention to the pictures and read through the problems 1-8.
- Give Ss time to think about which problem matches which product and elicit Ss' answers.
- Play the recording for Ss to check their answers.
- Play the recording again with pauses for Ss to repeat as a class or individually. Check Ss' intonation and pronunciation.

Answer Key

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

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

- Ask Ss to answer the questions in the rubric in pairs using the prompts.
- Monitor the activity around the class and then ask various Ss to tell the class.

Suggested Answer Key

I once bought a mobile phone, but the camera on it didn't work. I took it back to the shop and asked to exchange it for another one. They had sold out of that phone so I got a refund and bought the same phone from a different shop.

Listening

- 2 a) **Aim** To listen for key information

- Explain the task then ask Ss to read the statements 1-6 and pay attention to the key words. Ask Ss to think of words related to each heading (e.g., 1: heel broken, button missing, etc).
- Play the recording. Ss listen and match them to the speakers A-E.

- Check Ss' answers and play the recording again with pauses for Ss to check their answers.

Answer Key

Speaker A – 4	Speaker C – 6	Speaker E – 1
Speaker B – 3	Speaker D – 5	

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

- Play the recording again.
- Ss listen and identify what action each person asked for.
- Check Ss' answers.

Answer Key

Speaker A – for the company to check if the order has been sent
Speaker B – a refund
Speaker C – an apology
Speaker D – a refund
Speaker E – a replacement

Speaking

- 3 **Aim** To role play making complaints & requesting action

- Explain the task and go through the **Useful Language** box. Ask two Ss to read the example exchange aloud.
- Ss work in pairs and use the products A-H in the pictures and the problems in Ex.1a as well as the phrases in the **Useful Language** box to act out exchanges.
- Monitor the activity around the class and then choose various pairs to act out their exchanges in front of the rest of the class.

Suggested Answer Key

A: I bought this cardigan and there's a button missing. Is it possible to have my money back, please?
B: Of course. Could I see your receipt, please?
A: There's something wrong with this MP3 player. The earphones are damaged. The left one doesn't work properly. Can you take a look at it, please?
B: You're right, there's something wrong with it. Do you have your receipt, please?
A: Here it is.

2h Curricular: Citizenship

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

- Ask Ss to read the sentences 1-10 and then ask various Ss around the class to say which one(s) best describe(s) them.
- Elicit/Explain any unknown words.

Suggested Answer Key

Sentence 2 – I always check where and how a product was made. I read the labels on the clothes I buy and if I hear in the news about stores that use cheap labour, I avoid going to them. Also, sentence 3 – I often shop online. I believe you can find some real bargains by shopping on websites.

b) **Aim** To express a personal opinion and to listen to verify information

- Elicit a variety of answers to the question in the rubric from various Ss around the class.
- Play the recording. Ss listen and follow the text in their books to find out.

Suggested Answer Key

A responsible shopper knows where and how the products they buy are made. They buy fairtrade products. They buy products that use fewer natural resources and that don't have unnecessary packaging. They buy second-hand goods and they recycle. Responsible shoppers don't buy anything that is unnecessary and they don't pay too much.

2 **Aim** To read for specific information

- Ask Ss to read the incomplete sentences 1-6 and then give them time to read the text again and complete them.
- Check Ss' answers.

Suggested Answer Key

- 1 manufacture their goods
- 2 the goods have been made under acceptable working conditions
- 3 they are often of much better quality than cheaply made new products for sale at similar prices
- 4 try to recycle our belongings
- 5 avoid paying too much
- 6 to save money

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

Suggested Answer Key

bargain-hunting (n): a way of shopping where the shopper tries to find products sold at a lower price than usual

quest (n): a mission to try and get/find sth

awareness (n): the state of being aware or having knowledge of sth

human rights (pl n): a set of entitlements that all people in society should have

hard-earned cash (phr): money that we have worked hard to get

ethical (adj): morally right

policy (n): the attitude and actions of a company regarding an issue

manufacture goods (phr): to make products

treat (v): to behave towards sb in a certain way

sweatshop (n): a place where many people work in bad conditions for low pay

child labour (n): the employment of children below the legal minimum age

mine of information (phr): sb or sth that has a great deal of knowledge about sth

operate (v): to function, to work

guarantee (n): a certainty that sth is true

natural resources (pl n): the land, forests, energy sources, and minerals that come from the Earth and can be used to make things

treasure trove (n): a collection of valuable objects

purchase (n): sth you have bought

seasonal retail shift (phr): the change in cost of products at different times of year usually due to summer/winter sales

sell (sth) off (phr v): to sell all of sth usually at a reduced price

reduced prices (phr): the cost of goods for sale is less than their usual retail price

balance (n): a state in which two things have the same strength or importance

money sense (phr): the ability to make good judgements when it comes to money

3 **Aim** To consolidate new vocabulary

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

Answer Key

- | | | |
|-----------|---------------|------------|
| 1 human | 4 reduced | 7 wisely |
| 2 child | 5 take | 8 seasonal |
| 3 working | 6 hard-earned | |

Suggested Answer Key

- 1 Freedom of expression and access to education are two basic **human rights**.
- 2 **Child labour** denies children the chance to live a normal childhood.
- 3 **Working conditions** are as important as a good salary when you look for a job.
- 4 The shop is closing down so it's selling everything at **reduced prices**.
- 5 Jane always **takes advantage of** the sales to buy clothes and electronics.
- 6 I refuse to waste my **hard-earned cash** on things I don't really need.
- 7 Comparing prices and doing some product research enables us to **spend wisely**.
- 8 **Seasonal retail shifts** normally occur in winter and summer.

4 **Aim** To consolidate information in a text and express a personal opinion

- Give Ss three minutes to write a few sentences expressing their opinion on how the information in the text may have changed their perspective and helped them.

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

Suggested Answer Key

The text made me realise that I don't think enough about where and how the things I buy were manufactured. Because of it, I will start doing some research on the big stores that I use. This will stop me paying money to companies that use child labour or have unacceptable working conditions.

2i Writing

- 1 a) **Aim** To analyse a model email of complaint

- Read the **Writing Tip** aloud and then give Ss time to read the model email.
- Ask them to match the paragraphs to the descriptions and then check Ss' answers.

Answer Key

A 2 B 1 C 3 D 4

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

Ask Ss to read the email again and find examples to support their answer.

Suggested Answer Key

It is a mild email. e.g. I am writing to complain ... Unfortunately, I experienced ... I would appreciate ...

- 2 **Aim** To identify main & supporting ideas

- Draw the table on the board and fill in the headings. Give Ss time to read the text, copy the table in their notebooks and complete it.
- Elicit Ss' answers and write them in the table on the board.

Answer Key

Complaints	Justifications
<ul style="list-style-type: none"> • I ordered a Cooltunes ... and despite the promise ... within 5 working days ... • ... when I received the MP3 player ... • ... the product description ... stated a case was included ... 	<ul style="list-style-type: none"> • ... it did not arrive until ... • ... it was badly scratched • ... this was missing

- 3 **Aim** To identify opening/closing remarks and strong/mild complaints

- Give Ss time to read the sentences 1-4 and elicit which ones are opening remarks and which ones are closing remarks.

- Then elicit the tone of each sentence to help Ss identify whether they are mild or strong complaints.

Answer Key

- 1 opening remark – strong complaint
- 2 closing remark – strong complaint
- 3 closing remark – mild complaint
- 4 opening remark – mild complaint

- 4 a) **Aim** To present clauses of concession

- Elicit/Explain that clauses of concession are expressions of a contrast to another idea.
- Ask various Ss to read the sentences aloud and refer them to the **Grammar Reference** section for further detail.

- b) **Aim** To practise using clauses of concession

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

Answer Key

- 1 Despite the product description saying the remote control would work with any TV, it didn't work with my TV.
- 2 In spite of the website saying I would receive the dress I ordered last week, it still hasn't arrived.
- 3 The webpage stated the DVD player was multi-regional; however, it can only play region-2 DVDs.
- 4 The camera isn't in very good condition, despite the fact that the seller said it was as good as new.
- 5 In spite of having ordered a leather bag, the bag I received is plastic.

- 5 **Aim** To practise using linking words

- Ss work in pairs to complete the task.
- Check Ss' answers.

Answer Key

- 1 Although 3 and 5 Therefore
- 2 Furthermore 4 However

- 6 **Aim** To write an email of complaint

- Read the rubric aloud and elicit answers to the questions in the plan from various Ss around the class. Refer Ss to the **Writing Bank** and the **Useful Language** box for more details.
- Give Ss time to write their email of complaint and remind them to use appropriate linkers and a mild or strong tone.
- Check Ss' answers.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

Plan:

Para 1: I am writing to inform you that I am very disappointed with your company and the DVD player I ordered through your website on 3rd March.

Para 2: The DVD player was late, is the wrong colour, and something is missing.

Para 3: Replace the DVD player.

Para 4: I hope you will deal with this matter promptly.

Dear Sir/Madam,

I am writing to inform you that I am very disappointed with the DVD player I ordered through your website on 3rd March. Unfortunately, I experienced a number of problems with the product. I ordered a Topscreen 545 silver DVD player, which took six weeks to arrive, even though the website said it would be delivered within 28 days. To make matters worse, the DVD player I received is black whereas I ordered it in silver. Furthermore, the product description on your website stated that the player has 2 metres of cable. However, the cable on the player I received is only 1 metre. This means I cannot easily put the DVD player where I want it in my living room.

I would appreciate it if you could replace the DVD player with the correct model. I am sending it back to you together with my invoice. I hope you will deal with this matter promptly.

Yours faithfully,

John Smith

Focus on RNE 2

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

- Go through the **Study skills** box with Ss.
- Explain the task and elicit answers from Ss around the class.

Answer Key

B

2 **Aim** To read for gist

- Go through the headings (1-8) and explain/ elicit any unknown words.
- Tell Ss to pay particular attention to the key words in the headings. (1 *as popular as the film*; 2 *bad word*; 3 *right product, right situation*; 4 *scenery*; 5 *cut costs*; 6 *price, prime time TV*; 7 *expensive special effects*; 8 *spending, make money*)
- Allow Ss time to complete the task.
- Check Ss' answers around the class, asking for justifications.

Answer Key

- A 8 (paid 4 billion dollars to buy ... expects to make \$5 billion ...)
- B 5 (making the film a lot easier to finance)
- C 4 (poster ... on the wall behind the leading actor, soft drink ... fridge as he or she opens it)
- D 3 (the type of car that an actor drives on screen can be changed to suit the area a film or TV series is shown)
- E 1 (the film receives more publicity: not only because it's a new film but also because it has sparked such a huge amount of interest)
- F 2 (things got even worse when the film's director went onto social media to criticise the cinema version of the film, the damage had been done)
- G 6 (a 3-second ad during this televised match can cost more than 5 million dollars)

3 a) **Aim** To prepare for a text completion task

- Go through the **Study skills** box with Ss and stress the fact that this task tests grammatical forms only, not lexis.
- Allow Ss some time to look at the sentences and think about what is missing from each.
- Check Ss' answers and ask them to justify their choices.

Answer Key

- 1 c ('suggest' is followed by an -ing form, never by an infinitive)
- 2 b (According to the sentence, Liam didn't go take himself to the hospital- active voice - and he didn't ask someone else to take him - causative form. The passive voice is used here to place emphasis on the action rather than the agent.)
- 3 c ('by far' is used with adjectives in the superlative degree only.)

b) **Aim** To form grammatically correct sentences

- Allow Ss some time to complete the task.
- Write the answers on the board for Ss to check their answers.

Answer Key

- 1 sharing 2 was taken 3 the scariest

4 **Aim** To read for grammatical cohesion and coherence

- Explain the task. Give Ss some time to read the text and change the word for each gap, making sure the text is coherent as well as lexically and grammatically correct.
- Check Ss' answers around the class.

Answer Key

- 1 were overcharged
- 2 your
- 3 educating
- 4 are not
- 5 whose
- 6 known
- 7 to help

5 **Aim** To read for specific information**Suggested Answer Key**

Chicken salad, fish and chips, ice cream, orange juice

6 **Aim** To prepare for a speaking task

- Go through the **Study skills** box with Ss.
- Explain the task and ask various Ss around the class for their answer to each question as well as an explanation as to why the remaining response is incorrect.

Answer Key

- 1 b – a is not appropriate because it is irrelevant to the question
- 2 b – a is not appropriate because it is far too short
- 3 a – b is not appropriate because it is not a complete answer
- 4 a – b is not appropriate because it is not grammatically correct

7 **Aim** To practise answering survey questions

- Explain the task and allow Ss a few minutes to skim through the questions.
- In pairs, Ss act out the survey, taking turns as the electronic assistant first and then as the survey participant.
- Monitor the activity around the class, making sure Ss offer appropriate responses to the questions.

Suggested Answer Key

- I am 16 years old.
- I don't go shopping very often, maybe once or twice a month.
- I definitely prefer shopping at small shops in my area to large shopping centres. I like to support local businesses and I also don't have to travel far to buy something I want.
- When I want to make a purchase, especially a large one, such as an electronic gadget or gifts for the whole family, I wait for the sales, when I can get better prices. If it's something small and inexpensive I want, I don't wait for the sales.
- Yes, I once bought a pair of sneakers I didn't need because I saw them look amazing in the ad.
- I believe TV ads are the most effective form of advertisement. They are very creative, like short films, and they reach more people than radio or online ads do.

Language in Use **2**1 **Aim** To present and practise phrasal verbs

- Go through the list of phrasal verbs and their definitions and elicit an example for each one from various Ss around the class using their dictionaries to help them if necessary.
- Give Ss time to complete the task and then check Ss' answers.

Answer Key

- | | | |
|-------|---------|----------|
| 1 out | 3 along | 5 over |
| 2 up | 4 by | 6 across |

2 **Aim** To practise prepositional phrases

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

Answer Key

- | | | | |
|------|-------|------|--------|
| 1 at | 3 for | 5 to | 7 from |
| 2 of | 4 on | 6 of | |

3 **Aim** To form verbs from nouns/adjectives

- Read the theory box and the examples aloud and then explain the task.
- Give Ss time to complete the task and then check Ss' answers.

Answer Key

- | | | |
|--------------|-----------|-------------|
| 1 shorten | 3 ensure | 5 encourage |
| 2 strengthen | 4 enlarge | |

4 **Aim** To revise vocabulary from the module

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

Answer Key

- | | | |
|---------------|---------------|--------------|
| 1 advice | 4 manual | 7 appliances |
| 2 high-heeled | 5 responsible | 8 medical |
| 3 sliding | 6 loyalty | |

5 **Aim** To consolidate phrases with **make** and **do**

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

Answer Key

- | | | | |
|--------|--------|------|---------|
| 1 do | 4 make | 7 do | 10 make |
| 2 make | 5 do | 8 do | 11 make |
| 3 do | 6 make | 9 do | 12 make |

Quiz

Aim To consolidate information in the module

- Give Ss time to answer the quiz, looking back through the module if necessary.
- Check Ss' answers.
- Have Ss write their own quiz and exchange quizzes with their partners to do. Ask various Ss around the class to read out their quiz.

Answer Key

- 1 F (10 years)
 - 2 T
 - 3 F (40%)
 - 4 F (manual workers)
 - 5 F (made under acceptable working conditions)
 - 6 F (time warp)
 - 7 T
 - 8 F (in sales)
- Ss prepare their quizzes in groups. Ask Ss to go through the pages of the module and select information to compile their quizzes.
 - Ask Ss to exchange their quizzes, do them, and then check their answers.

Suggested Answer Key

- 1 Fabrican will cost about £10. (T)
- 2 3D printers can't produce body parts. (F – they can)
- 3 Grace was invented by Microsoft. (T)
- 4 Cheaper brands in supermarkets are easy to find. (F – They are often hard to reach.)
- 5 George Crum was a pharmacist. (F – He was a chef.)
- 6 John Pemberton invented Coca-Cola. (T)
- 7 Levi Strauss came from Italy. (F – He came from Germany.)
- 8 Lola Lamour is a singer. (T)

Russia 2

Reading & Listening

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

- Draw Ss' attention to the picture and the title of the text.
- Elicit what Ss know about Izmaylovo Market.

Suggested Answer Key

Izmaylovo market is an open-air flea market in Moscow and is popular with tourists.

- Ask Ss to write down two questions they would like to ask on the topic.

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

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

- Allow Ss some time to read the text and see if they can answer their questions.

Suggested Answer Key

- 1 *What can I buy there? (a great range of products from vintage and second-hand items to antiques and works of art)*
- 2 *Is it expensive to shop there? (No, the prices are a lot lower than in the city centre)*

2 **Aim** To read for specific information

- Give Ss time to read the text again and decide whether the statements are true, false or not stated.
- Check Ss' answers and ask for justifications.

Answer Key

- 1 NS 2 F 3 T 4 NS 5 T
 - 2 *...one of the city's top tourist attractions....and is very popular with tourists...*
 - 3 *...the prices are a lot lower than in the city centre....*
 - 5 *...Saturday and Sunday is the best time to visit....*
- 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

open-air (adj): outdoor
flea market (n): a type of outdoor bazaar selling inexpensive or second-hand articles
construct (v): to build
level (n): floor
stall (n): a large table or a small construction that is open at the front, used for selling things
cutlery (pl n): the knives, forks, and spoons that you use for eating food
vintage (adj): antique
officially (adv): according to what people in authority say, although it may not be true
bargain (n): a lower than usual price
busker (n): a street artist
medieval (adj): relating to the Middle Ages
surroundings (pl n): the area around a place

3 **Aim** To find synonyms

- Read the words in the list and explain/ elicit any unknown words.
- Ask Ss to read the text again and find the synonyms of the words in the list.
- Allow Ss some time to complete the task.
- Check Ss' answers.

Answer Key

- 1 range
- 2 bargain
- 3 top (tourist attraction)
- 4 top (level)
- 5 second-hand
- 6 busker
- 7 vintage
- 8 lower (prices)

4 **Aim** To consolidate vocabulary and make a presentation

- Direct Ss' attention to the **Check these words** box.
- Explain the task.
- Allow Ss some time to prepare their presentation.
- Ask various Ss to present Izmaylovo Market to the class.

Suggested Answer Key

The Izmaylovo **open-air flea market** is one of the most famous tourist attractions in Moscow. It is **constructed** on three **levels** where you can find a great variety of **vintage** and second-hand products. Everything from **cutlery** and old cameras to antiques and works of art are on display. Strolling up and down Izmaylovo Market you can find great **bargains** in its **stalls**. You can also have fun listening to **buskers** playing music on a stage-set **medieval palace**. Its picturesque **surroundings** offer you a chance to explore this famous part of Moscow on a sunny day.

5 **Aim** To write a paragraph about a famous market

- Read the rubric aloud and explain the task.
- Remind Ss that they can use the text in Ex. 1b as model.
- Allow Ss some time to prepare their texts.
- Ask various Ss to present their texts to the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

Danilovsky Market

Danilovsky market is a well-known market that mostly sells food. It is located in the oldest trading area in Moscow and started around the beginning of the 14th century. Its name refers to the famous Danilovsky monastery, built in 1282, which is nearby. It is located close to the metro station Tul'skaya and it also has a tramway (cable car) station. It is quite a large market with many stalls selling fresh fruit and vegetables, meat, cheese, dried fruit, and homemade pickles.

Doing the right thing

Topic

In this module, Ss will explore the topics of community action, members of society, world problems, environmental problems and space colonisation.

Modular page

47

Lesson objectives: Overview of the module

Vocabulary: Community action (*recycle old materials, pick up litter in your neighbourhood, help the elderly, donate to charities, look after stray animals*)

3a Life swap

48-49

Lesson objectives: To listen & read for gist, to read for specific information, to revise modals, to write an account of an imaginary experience

Vocabulary: Members of society (*the rich, the poor, the young, the blind, the homeless, the elderly, the unemployed, the disabled*); Verbs (*abuse, criticise, accuse, donate*); Phrasal verbs (*set out, get rid of, dig into, doze off*); Nouns (*walking stick, senior citizen, debt, judgment*); Adjectives (*marginalised, eye-opening, shabby, convincing, chatty, embarrassed, invisible*); Phrases (*go undercover, prosthetic make-up, make small talk, scruffy clothes, puffy eyes, frizzy hair, family break-up*); Past participle (*curled up*)

3b Giving your time!

50-51

Lesson objectives: To listen & read for gist, to read for specific information, to revise conditionals, to present/practise wishes, to role-play and summarise/paraphrase information

Vocabulary: World problems (*homelessness, illiteracy, war, crime, ageing population, population growth, hunger, racism, poverty*); Verbs (*beg, leak, adopt*); Phrasal verbs (*turn up, miss out*); Nouns (*affection, slum, volunteer group, hygiene, literacy, violence, destitution, shack, reputation*); Adjectives (*worthwhile, privileged, appalling, wealthy, nerve-racking, eager, unofficial, eye-opening*); Phrases (*makeshift school, broken home, shine shoes, host family*)

3c Culture Corner

52

Lesson objectives: To listen & read for specific information, to practise word formation, to write about an interesting festival in your country

Vocabulary: Verbs (*wander, promote, respect, recover*); Nouns (*performing arts, summer solstice, legend, teepee, fan, massage, amphitheatre, pyramid, stage, humanitarianism, freedom of expression, principles*); Adjectives (*mystical, muddy, loyal, familiar*); Phrases (*spiritual tradition, if in doubt*)

3d Everyday English

53

Lesson objectives: Making a donation to charity, to practise intonation in polite requests

Vocabulary: Sentences (*How can I help you?, I'd like to make a donation., Would you like to make a single donation or a regular monthly donation?, That's wonderful!, Could I get your full name and address, please?, Could you give me your credit or debit card number, please?, And what's the expiry date?, Thank you so much for your donation., You're very welcome.*)

3e At all costs

54-55

Lesson objectives: To listen & read for gist, to read for cohesion & coherence, to present/revise relative clauses, to write & act out an interview

Vocabulary: Raising awareness (*raise funds by organising a music festival or an art contest, join a conservation/environmental group, start a blog campaign, organise a slide show or a lecture, create informative window displays and posters, make a video and upload it to RuTube, walk through the Amazon Rainforest*); Verbs (*gather, conserve*); Phrasal verb (*set off*); Nouns (*source, trickle, electric eel, drug smuggler, malaria, deforestation, pit viper*); Phrases (*entire length, face terrifying hazards, hostile tribes, sharp-toothed caiman crocodile, true inspiration, former army captain, jungle expedition, raise public awareness, grab attention, hair-raising moments, swarm of wasps, inject with antibiotics, forest worker, draw a bow, reach a destination, collapse with exhaustion, natural wonder, at all costs*)

3f Moving out

56-57

Lesson objectives: To read for cohesion & coherence, to present/practise mixed conditionals, to talk about colonising space, to consolidate information in a text to develop critical thinking skills

Vocabulary: Verbs (*spread, orbit, generate, construct, extract, overcome, afford*); Phrasal verbs (*warm sth up, wipe out*); Nouns (*colonisation, leap, mankind, solar panel, supplies, resources, colony, atmosphere, carbon dioxide, exploration, centuries, millennia, catastrophe, meteor, nuclear war*); Adjectives (*endless, self-sufficient, harsh*); Phrases (*futuristic community, final frontier*)

3g Skills

58

Lesson objectives: To practise expressing an opinion and discussing a problem, to listen for specific information

Vocabulary: Environmental problems (*air pollution, rubbish, water pollution, deforestation, natural resources (oil, coal & gas, etc) are running out, electronic waste*)

3h Curricular: Geography

59

Lesson objectives: To listen & read for gist, to read for specific information, to give a presentation on deforestation

Vocabulary: Verbs (*contribute*); Phrasal verbs (*turn into, die out*); Nouns (*tropical rainforest, logger, urban developer, mine, ecosystem, disease, greenhouse gas, global warming*); Adjectives (*sustainable, commercial*); Phrases (*slash and burn, major threat, unique species, cancer-fighting properties*); Prepositions (*including*)

3i Writing

60-61

Lesson objectives: To analyse a model essay, to practise linking words, to write an opinion essay

Focus on RNE 3

62-64

Lesson objectives: To read for specific information, to listen for specific information, to practise word formation, to write a letter, to speak at length

Language in Use 3

65

Lesson objectives: To present/practise phrasal verbs with *hand, hang & join*, to practise prepositional phrases, to form nouns with prefixes, to do a quiz, to write a quiz

Russia 3

66

Lesson objectives: To listen and read for gist, to read for specific information, to identify synonyms, to talk about the topic, to write a summary

Vocabulary: Verbs (*fight, roam, support*); Adjectives (*non-profit, peaceful, stray, numerous, decent*); Nouns (*animal rights, cruelty, campaign, ban, assistance, plight, victory, attempt*); Phrases (*cosmetic product, make people aware of, welfare laws*)

► What's in this module?

Read the title of the module *Doing the right thing* and ask Ss to suggest what they think the module will be about (*the module is about community action, world problems and social issues*). Go through the topic list and initiate a discussion to stimulate Ss' interest in the module.

Vocabulary

1 **Aim** To present vocabulary for community action

- Ask Ss to look at the pictures A-E and match them to the phrases 1-5.
- Play the recording for Ss to check their answers.
- Play the recording again with pauses for Ss to repeat as a class or individually. Check Ss' intonation and pronunciation.

Answer Key

1 C 2 A 3 B 4 E 5 D

2 **Aim** To practise new vocabulary

- Explain the task and read the example aloud. Explain/Elicit that the example sentence is Conditional Type 1. Elicit how we form it and when this type is used (*if + present simple will*: possibility in the future).
- Give Ss time to prepare their answers.
- Check Ss' answers.

Answer Key

If we pick up litter in our neighbourhood, our neighbourhood will be clean.

If we help the elderly, we will improve their quality of life.

If we donate to charities, we will help people in need.

If we look after stray animals, they will have food to eat.

OVER TO YOU!

Aim To personalise the topic

- Explain the task. Read the example sentence and elicit what type of conditional it is (Type 2). Elicit form and use (*if + past simple, would + bare infinitive*: unreal present situation).
- Ask Ss to work in pairs and discuss the question in the rubric and then tell another pair.
- Monitor the activity around the class, then ask various pairs to share their answers with the class.

Suggested Answer Key

- A: I think we should build more shelters for the homeless.
- B: Yes. If we built more shelters, homeless people would have somewhere to sleep and something to eat.
- A: Then, we could donate food and clothing to the shelters.
- B: Yes. If we donated more things, the shelters would be able to help more people.

3a Life swap

Vocabulary

- 1 a) **Aim** To present new vocabulary
- Direct Ss' attention to the pictures A-H and play the recording.
 - Ss listen and repeat as a class or individually. Point out that we use *the* + adjective to refer to a group of people.
- b) **Aim** To listen for gist
- Play the recording.
 - Ss listen and match the speakers to the social group they belong to.
 - Check Ss' answers. Ss should justify their answers.

Answer Key

Pete: the unemployed
Sandy: the disabled
Ann: the blind
Bart: the rich

- 2 **Aim** To expand a vocabulary area
- Give Ss time to complete the task.
 - Ask various Ss around the class to share their answers with the rest of the class.

Suggested Answer Key

In many ways, the young have a happy carefree lifestyle. Teenagers don't usually have to worry about things like running a house or paying bills. They can enjoy their lives travelling, hanging out with friends, going to parties and concerts and so on. But the young also have their own problems. Schoolwork and studies can be very demanding with a lot of pressure on them to succeed. There is also uncertainty about future employment and whether or not they will find a good job. Peer pressure can also affect their lifestyle. A lot of teenagers can be easily influenced and can make bad choices because of their lack of life experience.

Reading & Listening

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

- Direct Ss' attention to the pictures in the text.
- Ask Ss to look at their clothing and facial expressions.
- Elicit Ss' guesses as to what their lifestyles may be like.
- Play the recording. Ss listen and follow the text in their books to find out.

Suggested Answer Key

I think a typical day for an elderly woman is rather boring. She may feel quite lonely. She may not have many friends or family to spend time with. I think a typical day for a homeless man is difficult. Living on the streets must be dangerous. He has nowhere to spend the night, he wears dirty clothes and he has no food.

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

- Give Ss time to read the text again and complete the sentences.
- Check Ss' answers.
- 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.

Answer Key

- 1 find out what it's really like to be in someone else's shoes
- 2 (incredibly) embarrassed and lonely
- 3 invisible and unwanted by society
- 4 it was biting cold, people were walking close to his head, and the stone floor where he slept was hard
- 5 debts or family break-ups
- 6 they have no address or ID

Suggested Answer Key

abuse (v): to treat sb cruelly and violently
criticise (v): to express your disapproval of sb
accuse (v): to tell sb that you think they did sth wrong
marginalised (adj): made to feel isolated and unimportant by a society
go undercover (phr): to secretly get information through disguising yourself as sb else
eye-opening (adj): surprising
prosthetic make-up (phr): make-up that includes false body parts
shabby (adj): scruffy, worn
walking stick (n): a wooden stick that people lean on to help them walk
convincing (adj): believable
set out (phr v): to start a journey/course of action
make small talk (phr): to make conversation on trivial topics e.g. the weather
chatty (adj): talkative
senior citizen (n): a person over 60

get rid of (phr v): to make sb leave because you find them annoying

embarrassed (adj): shy or ashamed about sth

invisible (adj): feeling ignored

scruffy clothes (phr): dirty, untidy clothes

curl up (phr v): be in a position where your arms and legs are pulled into the body

dig into (phr v): to press sth hard into sth else

doze off (phr v): to fall asleep, esp during the day

puffy eyes (phr): swollen eyes

frizzy hair (phr): hair that is wild and tightly curled

debt (n): money that is owed to sb

family break-up (phr): family split up/separation

judgment (n): negative opinion of sb/sth

donate (v): to give money or goods to sb or a charity

5 **Aim** To consolidate new vocabulary

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

Answer Key

- | | |
|------------------|------------------|
| 1 senior citizen | 5 curled |
| 2 eye-opening | 6 frizzy |
| 3 invisible | 7 debts |
| 4 talk | 8 identification |

Grammar

6 **Aim** To revise modals

- Explain the task and read the example aloud.
- Ask Ss to pay attention to *it's impossible*. Elicit that the sentence refers to lack of possibility. Read the answer. Elicit that *can't* expresses this lack. Do the same with the rest of the items and elicit appropriate modal verbs. Refer Ss to the **Grammar Reference** section for more information.
- Ss complete the task.
- Check Ss' answers.

Answer Key

- 2 Could we go now?
- 3 Ian didn't have to go.
- 4 You should help the poor.
- 5 You mustn't enter the area.
- 6 You must inform John about it.

Modal verbs in the texts: Text A: can (be), might (feel), had to (be covered), might not (have heard), couldn't (wait), couldn't (believe), couldn't (help), would (have treated), could (be)

Text B: couldn't (sleep), had to (leave), couldn't (believe), couldn't (get off), should (get), can't (be employed), could (do)

7 **Aim** To personalise a topic

- Ask Ss to work in groups of three. One will be a reporter, the other two the people in the texts.

- Ss prepare their questions and answers using the information in the text. Monitor the task around the class. Help if necessary. Ask groups of Ss to present their interviews to the class.

Suggested Answer Key

A: How did you turn yourself into an 80-year-old woman?

B: I used prosthetic make-up, a shabby coat and a walking stick.

A: What did you do?

B: I talked to people on the bus, at the make-up counter and in a music store.

A: How did people treat you as an elderly lady?

B: They didn't want to talk to me. They laughed at me and couldn't wait to get rid of me.

A: How did you feel?

B: I felt embarrassed and lonely.

A: How did it feel to sleep in a doorway?

C: It was biting cold, the hard stone floor dug into my shoulder and hip and I was constantly aware of people walking close to my head.

A: How did people treat you as a homeless person?

C: People avoided looking at me and told me to leave.

A: What did you look like?

C: My eyes were red and puffy, my skin was pale and my hair was frizzy.

A: What did you learn from your experience?

C: Homeless people need our help, not our judgement. We should all donate time and money to help them.

8 **Aim** To write an account of an imaginary experience

- Explain the situation and give Ss time to think about how people treat unemployed people and some of the problems and prejudices they may face every day.
- Give Ss time to write their accounts and then ask various Ss to read them to their partners. Ask various Ss to read them to the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

The first thing I did when I got up in the morning was to go online and check the newspapers for jobs. Then, after breakfast, I put on my best clothes and went to a number of businesses in the city centre. I told them I was looking for work and gave them a copy of my CV. Most people just threw it into a filing tray without even opening it and said they would keep it on file in case there were any vacancies. Everyone seemed unfriendly and wanted to get rid of me as soon as possible. I felt so depressed and disappointed.

3b Giving your time

Vocabulary

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

- Direct Ss' attention to the diagram.
- Play the recording. Ss listen and repeat as a class or individually. Check Ss' intonation and pronunciation. Elicit/Explain any unknown vocabulary.

b) **Aim** To practise new vocabulary and expand the topic

Read the rubric and the example aloud and then elicit answers from Ss around the class.

Suggested Answer Key

Poverty is on the increase in my country. We should all help the poor. I think more people should donate to charities. We can donate unwanted clothes and other items instead of throwing them away.

Reading

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

- Direct Ss' attention to the title, introduction, and the first sentence of each paragraph and elicit Ss' guesses about Mitch's experience.
- Play the recording. Ss listen and follow the text in their books and find out.

Suggested Answer Key

I imagine he had a really rewarding experience in Rio de Janeiro, helping young people learn something worthwhile.

BACKGROUND INFORMATION

Rio de Janeiro, is a large city in the south-east of Brazil in South America. About 14 million people live there. It is a popular tourist area and the most visited city in South America. It is famous for its samba music, carnival celebrations, and natural features such as Copacabana Beach, Corcovado Mountain and Sugarloaf Mountain. It also has some famous landmarks such as the Statue of Christ the Redeemer and the Maracana Stadium.

A **favela** is a shanty town in Brazil. They can be found on the outskirts of large cities. The houses are makeshift using whatever materials people can find. In Sao Paulo, there are 612 favelas and in Rio de Janeiro there are 513. The largest favela in Rio is called Rocinha and around a quarter of a million people live there.

3 **Aim** To read for specific information

- Give Ss time to read the text again and choose the correct answer for each question 1-4.
- Check Ss' answers. Ask Ss to justify their answers.
- 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.

Answer Key

- | | |
|-------------------|-------------------|
| 1 C (lines 12-15) | 3 D (lines 36-37) |
| 2 A (line 20) | 4 B (lines 44-46) |

Suggested Answer Key

worthwhile (adj): being worth the time, money, effort spent doing it

privileged (adj): having advantages that others don't have

affection (n): love and feelings of fondness

slum (n): an area with very poor living conditions and poor housing

appalling (adj): terrible, shocking

volunteer group (n): an organised group of people who work for free to help others

hygiene (n): the practice of cleanliness

literacy (n): the ability to read

makeshift school (phr): a temporary, poor quality school made with whatever materials/resources are available

wealthy (adj): rich, having lots of money

broken home (phr): a family where the parents have split up

violence (n): behaviour intended to harm others

beg (v): to ask for food or money from people

shine shoes (phr): to polish people's shoes for money

nerve-racking (adj): making you nervous, anxious or scared

turn up (phr v): to arrive, usually unexpectedly

eager (to) (adj): enthusiastic about

destitution (n): the state of having no money or possessions

shack (n): a flimsy hut

leak (v): to drip water

reputation (n): the opinion held by others of sb/sth

host family (phr): a family that a visiting student stays with, usually arranged by an organisation

adopt (v): to make sb part of your family

unofficial (adj): not authorised or approved by a recognised authority

eye-opening (adj): surprising

miss out (phr v): to lose the opportunity to do sth

4 **Aim** To consolidate new vocabulary

- Give Ss time to complete the task in closed pairs.
- Check Ss' answers and then elicit a variety of sentences using the phrases from Ss around the class.

Answer Key

- | | | |
|--------------|----------|---------------|
| 1 privileged | 5 broken | 9 host |
| 2 poverty | 6 shine | 10 truly |
| 3 basic | 7 eager | 11 eye |
| 4 makeshift | 8 make | 12 experience |

Suggested Answer Key

- Mitch admitted that he had a **privileged childhood**.
- Mitch wanted to help people who **live in poverty**.
- The **basic skills** that Mitch taught included English.
- Mitch was working in a **makeshift school**, not a modern one.
- Many of the children he taught came from **broken homes** whose parents had got divorced.
- A lot of his students had previously been **shining shoes**.
- Mitch was pleasantly surprised that his pupils were **eager to learn**.
- Mitch's pupils **made a lot of progress** with their lessons.
- His **host family** made him feel completely at home.
- Mitch describes his time in Brazil as **truly special** because he learned a lot of things.
- He refers to his experience as **eye-opening**.
- Mitch is glad he did not miss out on an **experience of a lifetime**.

Grammar**5 Aim To revise conditionals**

- Explain/Elicit that we form conditionals with an *if-clause* and a *main clause*.
- Read the examples aloud one at a time.
- Explain/elicite that we use type 0 conditionals to talk about a fact of nature or a general truth.
- Explain that we always use the present simple tense in zero conditionals.
- Explain/Elicit that we form type 1 conditionals with an *if-clause* and a *main clause*, and that we always use the present simple tense in the *if-clause* and the future simple tense/an imperative/*can, may, should* + base form of the verb in the main clause. We use type 1 conditionals to talk about things that are likely to happen in the future.
- Explain/Elicit that we form type 2 conditionals with *if + past simple* and *would/could + infinitive without to* and that we use it to talk about an unreal situation in the present or future and to give advice.
- Explain/Elicit that we form type 3 conditionals with *if/when + past perfect* and *would have + past participle* of the main verb and that we use it to talk about an unreal situation in the past. Refer Ss to the **Grammar Reference** section for more information.
- Elicit examples from the text. Ask Ss to identify what type each is.

Suggested Answer Key

Conditional sentences are divided into two clauses, the *if-clause* and the *main clause*, and are formed as follows:

Type 0: *When/If + verb in present simple → verb in present simple*

Type 1: *If + verb in present simple → verb in future simple*

Type 2: *If + verb in past simple → would + infinitive without to*

Type 3: *If + verb in past perfect → would have + past participle*

Examples in text: What would you do if you had three months to do whatever you wanted? (Type 2) if they experience violence at home or their families can't look after them anymore, children end up on the streets. (Type 1) If I hadn't gone, I would have missed out on the experience of a lifetime. (Type 3) If I could do it all again, I'd jump on a plane right now! (Type 2)

6 Aim To practise conditionals

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

Answer Key

- | | |
|------------------------|-----------------------|
| 1 won (type 2) | 4 won't play (type 1) |
| 2 had learned (type 3) | 5 were (type 2) |
| 3 don't have (type 0) | |

7 Aim To present wishes

- Read the examples aloud.
- Explain that we use *wish/if only + past simple* to talk about sth we wish was true in the present and *wish/if only + past perfect* to talk about sth we regret/wish was different in the past.
- Elicit which sentence refers to present/past. Point out that we can use *were* in all persons.
- Refer Ss to the **Grammar Reference** section for more information.

Answer Key

I wish I was/were in Rio refers to the present. (unreal in the present)

I wish I had gone to Rio refers to the past. (unreal in the past)

8 Aim To practise wishes

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

Answer Key

- I wish I had studied more.*
- I wish I had some friends.*
- I wish I hadn't been ill.*
- I wish I could speak Spanish.*

Speaking & Writing

9 **Aim** To practise conditional sentences based on the text/personal examples

- Ss do the task in closed pairs.
- Check Ss' answers by asking various Ss to read their sentences aloud to the class.

Suggested Answer Key

- 1 *I would try to persuade more people to volunteer for those in need*
- 2 *he would have missed the experience of a lifetime*
- 3 *the world will become a better place*
- 4 *able to go to Rio*
- 5 *volunteer work during my summer holiday*

10 a) **Aim** To role-play an imaginary telephone conversation based on a text

- Explain the task and ask Ss to work in pairs, take roles and act out a conversation between Mitch and a family member.
- Monitor the activity around the class and then ask various pairs to act out their conversations in front of the rest of the class.

Suggested Answer Key

Mitch: Hi, Mum. How are you?

Mum: Good. It's great to hear your voice. How is Rio?

Mitch: Oh, it's amazing! I'm so glad I came.

Mum: I'm glad to hear that everything is going so well for you.

Mitch: Well, it started out a bit rough.

Mum: Oh?

Mitch: The area where I teach is a favela, one of the poorest neighbourhoods of the city. Even though many of the students are poor and come from broken homes, they're always eager to learn something new.

Mum: That's good to hear. What do you teach them?

Mitch: English, literacy and business skills. I even give them some hygiene tips. In return, they are teaching me that anyone can succeed if they work hard.

Mum: That's a good lesson to learn. How is your host family? Do they treat you OK?

Mitch: They treat me better than OK. It's like I'm one of the family. Well I'd better go now, tell Dad "hello" from me. I'll see you next month!

Mum: All right. Thanks for calling!

Activity for weaker classes.

- Elicit possible questions and write them on the board. Ask Ss to work in pairs to ask and answer the questions using information from the text.

Possible questions

How are you?

Are you having a good time in Rio?

What do you teach the kids?

How's your host family?

When are you coming back?

b) **Aim** To summarise/paraphrase information in a text in the form of a letter

- Explain the task and give Ss time to complete it.
- Check Ss' answers by asking various Ss to read their letters to the rest of the class.
- Alternatively, assign the task as HW and ask Ss to read their letters out in the next lesson.

Suggested Answer Key

Dear Mum and Dad,

Hope you are both well. I'm having an amazing experience here in Rio. It's a big city with wealthy areas, but I am getting to know the poorer neighbourhoods.

I work in a makeshift school. Although many kids are poor and come from broken homes, they are friendly and want to learn. I teach them English, literacy, hygiene and business skills. The facilities are very basic – we don't even have any textbooks! – but the kids like me and are making progress. I really feel like I'm developing a relationship with them and we often cook and eat meals together.

As for the host family I'm staying with, they are very kind. They have made me feel really at home and they treat me like family.

It's great to be here doing something worthwhile, but I do miss you both. See you next month!

All my love,

Mitch

3c Culture Corner

1 **Aim** To predict the content of a text and listen and read for specific information

- Read the names in the list out loud and elicit what Ss know about Glastonbury and whether they know how the names are related to it.
- Play the recording. Ss listen and follow the text in their books and find out.

Suggested Answer Key

I think the Glastonbury Festival is a rock festival that is held in England every summer. It's an open-air event, with lots of famous rock bands, and it attracts thousands of visitors.

Vale of Avalon – the area the festival takes place

Arcadia – an area on the festival site

Glasto – another name for the festival

The Arctic Monkeys – a band that has played at the festival

Oxfam – a charity the festival supports

2 **Aim** To read for specific information

- Read the headings A-E aloud.
- Give Ss time to read the text again and match the headings to the paragraphs. Ask Ss to look for synonymous words to the words in the headings.
- Check Ss' answers.

Answer Key

- 1 C Now Glastonbury Festival is one of the largest, most popular greenfield music and performing arts festivals in the world, ...
 - 2 E Then it's time to explore the huge, 900-acre site with nearly 20 different unique areas, each with their special attractions ...
 - 3 A ... where top musicians including U2, Shakira, Kylie Minogue, and The Arctic Monkeys have played.
 - 4 D It's also about promoting green issues, humanitarianism, and freedom of expression ...
- 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

performing arts (pl n): music, dance, and other arts that are performed before an audience

mystical (adj): involving spiritual powers

summer solstice (n): the day of the year with the most hours of daylight

legend (n): an old story which may or may not be true

spiritual tradition (phr): an old practice that relates to a group's beliefs, customs and history

muddy (adj): (for earth) wet

teepee (n): a Native American-style tent

loyal (adj): faithful

fan (n): supporter

massage (n): action of squeezing and rubbing the body to ease pain or help it relax

amphitheatre (n): a large open area for performances surrounded by rows of seats in tiers; ancient theatre

if in doubt (phr): if you are unsure

wander (v): to walk around a place, usually aimlessly

familiar (adj): recognisable; well-known

pyramid (n): a shape with a square base and triangular sides

stage (n): a raised platform for performances

promote (v): to publicise

humanitarianism (n): the action of helping people who are suffering

freedom of expression (phr): the right to express oneself without restraint

principles (pl n): moral/ethical values

respect (v): to treat with kindness and care

recover (v): to return to a previous condition

BACKGROUND INFORMATION

Pilton is a village in the county of Somerset in England. It is about 10 km from the city of Glastonbury. It has a population of around 900 people and it is famous as the location of Worthy Farm, which hosts the annual Glastonbury Festival of Performing Arts.

Avalon is a legendary magical place where people say King Arthur is buried. Around 1190, some monks at Glastonbury Abbey claimed to have found the bones of King Arthur. Since then, this area in Somerset has come to be known as the **Vale of Avalon** and is said to be a mystical place.

U2 is a successful Irish rock band that was formed in 1976. The lead singer is Bono and the lead guitarist is called The Edge. They are well-known as campaigners for human rights and charities. Some of their albums are *The Joshua Tree*, *Achtung Baby* and *No Line on the Horizon*. They have won 22 Grammy Awards and they have sold more than 150 million records worldwide.

Shakira is a successful Colombian pop singer and songwriter. She is well-known for her dance moves and she does a lot of charity work. Some of her albums are *Laundry Service* and *She Wolf*. She has won 12 Grammy Awards, 12 Billboard Music Awards and sold 50 million albums worldwide.

Kylie Minogue is a successful Australian actress and pop singer. She has won a Brit Award and a Grammy Award and has an OBE. She has sold over 68 million records worldwide and some of her albums are *Light Years*, *Fever* and *Aphrodite*.

The Arctic Monkeys is an English rock group that was formed in 2002. They are the first band to have become popular through the Internet and their first album *Whatever People Say I am, That's What I'm Not* became the fastest-selling album in British music history.

The Great Pyramid of Giza in Egypt is the oldest and largest pyramid in the world. It was one of the Seven Ancient Wonders of the World. It was built in 2560 BC for the Pharaoh Khufu. It is over 480 feet high and took 20 years to build.

WaterAid is a non-profit organisation and charity based in London, England. It works to help people overcome poverty and disease caused by a lack of clean water.

Oxfam is an international charity organisation that operates in 98 countries to help fight poverty. It was originally started in Oxford, England in 1942. They help poor people to help themselves through sustainable development programmes.

Greenpeace is an international environmental organisation that works to combat world issues such as global warming, deforestation, overfishing, and whaling. It is known for its direct action and because of this it is the most well-known environmental organisation in the world.

3 **Aim** To practise word formation

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

Answer Key

- | | | |
|---------|--------------|--------------|
| 1 first | 3 different | 5 musicians |
| 2 live | 4 performers | 6 encouraged |

4 **Aim** To consolidate new vocabulary

- Explain the task and give Ss time to complete it.
- Check Ss' answers and then elicit sentences from various Ss around the class.

Answer Key

- | | | |
|--------------|-------------|--------------|
| 1 music | 5 solstice | 9 vegetarian |
| 2 performing | 6 spiritual | 10 stands |
| 3 raise | 7 pitch | 11 live |
| 4 attract | 8 loyal | 12 muddy |

Suggested Answer Key

Glastonbury is a famous **music festival**. It is also a **performing arts festival**. The organisers use it to **raise money for charity**. The top bands and great events **attract people** from all over Europe. Glastonbury takes place around the time of the **summer solstice**. The Vale of Avalon is famous for its **spiritual traditions**. Lots of people who go to Glastonbury **pitch a tent** in a field. **Loyal fans** of Glastonbury go every year. In the Green Fields area you can find a lot of **vegetarian food**. There are **food stands** everywhere. Top musicians give **live performances**. Nobody seems to mind standing in a **muddy field**.

5 **Aim** To write about an interesting festival in your country

- Divide the class into small groups and explain the task.
- Tell Ss they can use the Internet, encyclopaedias, school textbooks or other sources of reference to find out information about an interesting festival in their country.
- Ss collect information under the headings and write a short text, then present it to the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

Name: Russian Winter Festival

Place/Time: Across Russia/ the end of December through the first week of January

What you can do there: attend concerts and theatrical performances, taste Russian cuisine, make ice sculptures, ride sleighs

Every year, people from Russia and visitors from across the world brave the freezing temperatures to

celebrate the New Year. Festival goers enjoy a week of celebrations that include dancing, listening to music and seeing various performances. Different cities hold different activities. In Moscow, there is a huge ice sculpting event, snow painting and even a snowman building competition. In St. Petersburg, visitors can enjoy some of the world's best classical music performances. Children receive gifts from a man dressed as Ded Moroz, or Father Frost, a popular Russian cultural figure that was even the mascot of the 2014 Winter Olympics in Sochi.

3d Everyday English

1 **Aim** To present situational language

- Play the recording. Ss listen and repeat as a class or individually.
- Pay attention to Ss' intonation and pronunciation.

2 **Aim** To match sentences to speakers in a situational dialogue

- Explain the task and play the recording. Give Ss time to match the speakers to the sentences in Ex. 1.
- Check Ss' answers.

Answer Key

- How can I help you? (rep)
- I'd like to make a donation. (caller)
- Would you like to make a single donation or a regular monthly donation? (rep)
- That's wonderful. (rep)
- Could I get your full name and address, please? (rep)
- Could you give me your credit or debit card number, please? (rep)
- And what's the expiry date? (rep)
- Thank you so much for your donation. (rep)
- You're very welcome. (caller)

3 **Aim** To identify synonymous phrases in a dialogue

- Read the phrases aloud and give Ss time to find alternative phrases in the dialogue that have a similar meaning.
- Check Ss' answers.

Answer Key

What can I do for you? – How can I help you?
I want to give some money. – I'd like to make a donation.

Great! – That's wonderful.

When does the card expire? – What's the expiry date?

Intonation

- 4 **Aim** To practise intonation in polite requests
- Play the recording with pauses for Ss to repeat as a class or individually. Point out that a rising intonation is used in polite requests.

Speaking

- 5 **Aim** To practise role-playing
- Explain the situation.
 - Tell Ss that they can use the sentences in Ex. 1 and the dialogue in Ex. 2 to help them complete the task.
 - Ss complete the task in pairs using the plan.
 - Monitor the activity around the class and then ask various pairs to act out their dialogues to the class.

Suggested Answer Key

A: Hello, Greenpeace. How can I help you?

B: Hello. I've been reading one of your leaflets and I'd like to make a donation to Greenpeace, please.

A: Great. Would you like to make a single donation or a regular monthly donation?

B: I'd like to make a regular donation of £5 a month, please.

A: OK, that's wonderful. Could I get your full name and address, please?

B: Sure. It's Sue Ashton. That's A-S-H-T-O-N. My address is 9 Station Road, Liverpool.

A: And a contact number?

B: 0151-221-4872

A: Could you give me your credit or debit card number, please?

B: Certainly. It's 4909 3838 5551 6667.

A: And what's the expiry date?

B: It's May next year.

A: OK, that's all, Miss Ashton. Thank you so much for your donation.

B: You're very welcome. Goodbye.

3e At all costs**Vocabulary**

- 1 **Aim** To introduce new vocabulary
- Play the recording. Ss listen and repeat as a class or individually.
 - Explain/Elicit the meanings of any unknown words.
 - As an extension, ask Ss to choose two ideas they think they are most effective.
 - Invite various pairs to report back to the class.

Reading & Listening

- 2 **Aim** To predict the content of a text and read and listen for gist
- Direct Ss' attention to the picture and 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 imagine this man walked through the Amazon rainforest to help raise awareness of the problems facing rainforests. We can see him walking through what looks like a tropical rainforest holding a knife and carrying a huge backpack. It's probably a difficult and risky undertaking.

- 3 **Aim** To read for cohesion and coherence

- Give Ss time to read the text again and choose the correct sentence for each gap.
- Ask Ss to check their answers with their partners and then ask various Ss around the classroom to justify their answers.

Answer Key

1 D ... hostile habitats no-one was brave enough to walk it. The dangers there are enough to put anybody off ...

2 F So why did Ed want to walk there? ... Firstly, Ed wanted to prove that this walk was possible ... But his true inspiration ...

3 A He constantly struggled to stay healthy. ... One time, a swarm of wasps attacked him ... Another time, he had to inject himself with antibiotics for 3 weeks to stop a face-eating bug he caught.

4 B The list of difficulties goes on and on. ... Crossing under or over fallen trees, wading through mud, and walking through razor-sharp grass ...

5 C In the last week ... a fierce, 6-mile wide river nearly swept him out to sea ... But, somehow, Ed finally made it. ... He is so happy that his achievement succeeded in ...

- 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

entire length (phr): from one end to the other

face terrifying hazards (phr): to deal with scary situations which require great effort and determination

source (n): the origin of sth

trickle (n): (of a liquid) a slow flow

gather (v): (of speed) to become faster

electric eel (n): a long thin fish like a snake that can give electric shocks

drug smuggler (n): sb who takes illegal substances into/out of a country

malaria (n): a tropical disease that causes fever

hostile tribes (phr): groups of aggressive native people
sharp-toothed caiman crocodile (phr): a reptile that lives in the Amazon and has sharp teeth
true inspiration (phr): the real reason for
former army captain (phr): an ex-officer in the armed forces
jungle expedition (phr): a trek through a dense tropical forest
deforestation (n): cutting down all the trees in an area
raise public awareness (phr): to make the general public aware of sth
grab attention (phr): to get other people to notice you
set off (phr v): to start on a journey
hair-raising moments (phr): scary instances
pit viper (n): a poisonous snake
swarm of wasps (phr): a large group of wasps (stinging insects) flying together
inject with antibiotics (phr): to use a needle to put medicine into sb's body
forest worker (phr): sb who works in a forest
draw a bow (phr): to pull back a bow with an arrow in it ready to release it
reach a destination (phr): to arrive at a place at the end of a journey
collapse with exhaustion (phr): to fall down from total tiredness
natural wonder (phr): an amazing creation of nature
conserve (v): to preserve, protect from harm
at all costs (phr): no matter what the risk or effort may be

BACKGROUND INFORMATION

The Amazon Rainforest is a tropical forest that covers an area of 5,500,000 km² in the Amazon Basin in South America. 60% of it is in Brazil, 13% is in Peru and the rest is divided between 7 other countries. It is the biggest rainforest in the world and contains the most animal and plant species. People call it one of the New Seven Wonders of Nature.

Amerindians are the native people of South America. There are many different tribes and languages especially in Bolivia, Peru, Ecuador and New Guinea. Some tribes in the rainforest have had no contact at all with western society and do not want any contact with strangers.

The Atlantic is the second largest ocean in the world. It covers 76,762,000 km² and 20% of the Earth's surface. It occupies the space between the continents of North and South America and the continents of Europe and Africa.

4 **Aim** To consolidate new vocabulary

- Explain the task and give Ss some time to complete it using their dictionaries if necessary.
- Check Ss' answers, then elicit the part of speech for each word.

Suggested Answer Key

entire (adj): whole
hazards (n): dangers
trickle (n): small flow
hostile (adj): dangerous and threatening
put off (phr v): persuade not to do sth
grab attention (phr): attract interest quickly
hair-raising (adj): frightening
furious (adj): very angry
foreigners (n): strangers
territory (n): area
agonising (adj): very painful
conserve (v): protect
wading (participle): walking through water/a soft substance

Grammar

5 **Aim** To present/revise relative clauses

- Go through the theory box and explain that we introduce relative clauses with **who/that, which/that, whose** or **where**.
- Explain that there are two kinds of relative clauses: defining and non-defining. Explain that a defining relative clause gives information vital to the meaning of the sentence and a non-defining relative clause gives extra information that does not affect the meaning of the sentence.
- Read the examples out loud and elicit further examples from the text from various Ss. (*the largest jungle which is home to ... Ed, who was a former army captain ...*)

Answer Key

who/that is used for people; **where** is used for places; **which** is used for things; **whose** is used for possession

6 **Aim** To practise relatives

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

Answer Key

- 1 *which (comma after 'rainforests' and after 'surface')*
- 2 *which (no commas)*
- 3 *whose (comma after 'Peter' and after 'doctor')*
- 4 *who (no commas)*
- 5 *who (no commas)*
- 6 *where (no commas)*

7 **Aim** To practise relative clauses

- Explain the task and read the example aloud.
- Write the words in the list on the board and elicit a variety of sentences using relative pronouns/adverbs from Ss around the class for each one.
- Write them on the board and ask Ss to copy them into their notebooks.

Suggested Answer Key

- **Ed Stafford, who comes from England, is the first man to walk the entire length of the Amazon River.**
- **Ed had a GPS with him, which failed.**
- **The Amazon Rainforest, where you can find a tenth of the world's species, is also a dangerous place.**
- **The Amerindian tribe, who were carrying weapons, threatened Ed and his companion.**
- **The pit viper is a snake whose bite can be deadly.**
- **Ed and Gadiel's guide, who was hostile at first, became very friendly towards them.**
- **Ed's journey, which lasted 860 days, was very dangerous and tiring.**
- **Ed finally reached the Atlantic coast of Brazil, where his journey ended.**

Speaking & Writing**8 Aim** To prepare & act out an interview

- Explain the task.
- Ask Ss to work in pairs and take the roles of Ed Stafford and a journalist and prepare questions and answers.
- Ss then act out their interviews.
- Monitor the activity around the class and then ask various pairs to act out their interviews in front of the rest of the class.

Suggested Answer Key

A: So, Ed, why did you decide to make this journey?
 B: I wanted to attract people's attention to the rainforests and thought the walk would be a great idea.

A: How did you manage to keep going for 28 months in such terrible conditions?

B: Don't forget I had army training. That makes you tough! Apart from that, I was determined not to give up. I couldn't go home and tell my friends I'd failed. I'm not like that. I always finish what I start.

A: What do you think was your most frightening moment?

B: I suppose the worst one was when we were surrounded by Amerindians. I really thought that they were going to kill us.

A: How did you come to meet your partner Gadiel, or Cho as you call him?

B: My first partner decided to return to the UK after 3 months. I was lucky to meet Cho shortly afterwards. He is a forest worker. He's also a very patient and cheerful guy. He was a great help on the expedition.

A: You nearly got swept out to sea at the end of your journey. How did you manage to survive?

B: I'm a strong swimmer and I didn't panic. You just have to pace yourself.

A: What do you think of your expedition?

B: I'm really proud that I've managed to raise a lot of money and draw people's attention to rainforests.

Activity for weaker classes.

- Ask the questions you see in the Suggested Answer for Ex. 8. Ask various Ss to answer them.

9 Aim To prepare a slide show or a lecture on the topic

- Ask Ss to work in small groups and either prepare a PowerPoint presentation or a lecture to give the class.
- Tell Ss they can use the Internet, encyclopaedias, school textbooks or other sources of reference to find out information about rainforests and the problems they are facing.
- Ss collect information and write their lecture or prepare their presentation and then present it to the class.
- Alternatively, assign the task as HW and ask Ss to give their lecture or present their presentation to the class in the next lesson.

Suggested Answer Key

The rainforests are home to many unique plants and animals. We rely on a lot of the plants for many of the treatments used in modern medicine, but the rainforests are vanishing at an alarming rate and need our help.

The rainforests, which some people call the lungs of the planet because they take in carbon dioxide and release oxygen, are disappearing because of deforestation. Logging companies cut down the trees for timber and farmers clear areas to graze their cattle on. This not only destroys the plants in the forest but also the homes of many animals.

The rainforests are a beautiful and vital natural resource that benefits all of mankind. We cannot allow them to disappear any longer and must do everything we can to save them.

3f Moving out**Vocabulary****1 Aim** To consolidate vocabulary

- Elicit the names of the planets in our solar system from Ss around the class.
- Play the recording. Ss listen and check if they named them all as well as practise the correct pronunciation and intonation.

Answer Key

Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune

Note: The solar system consists of the Sun and the planets that go around it.

Reading

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

- Read the title of the text and the quotation aloud and ask Ss to think about the questions in the rubric.
- Give Ss time to read the text and then elicit answers to the questions from Ss around the class.

Suggested Answer Key

The problems of space colonisation are the lack of technology and the lack of money. For example, it would take 1,000 years to travel to the nearest star system and it costs £6,000 to put half a kilo of something into near-Earth orbit.

The solution may be to give 0.25% of the world's financial resources to fund space colonisation.

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

- Explain the task and ask Ss to read the sentences A-F and then give them time to read the text again.
- Ask Ss to check their answers with their partner and then elicit justifications for Ss' answers from Ss around the class.

Answer Key

- F ... but now leading scientists such as Stephen Hawking say ... he believes ...
- A ... Humans would need to be self-sufficient ... The Moon has rich resources ... found water on the moon ...
- E Life would be very harsh, though ... There is no atmosphere on the Moon ...
- D ... endless amounts of money ... costs £6,000... we can afford 0.25% ... financial resources ...
- B ... matter of time ... years, centuries or millennia.

- 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

spread (into) (v): settle on other planets

colonisation (n): the action of moving to a new place to live and taking control of it

leap (n): a jump ahead

mankind (n): the human race

futuristic community (phr): a community that is thought likely to be current or fashionable at some future time

orbit (v): to travel around a planet

solar panel (n): a device that produces electricity from the Sun's rays

generate (v): to produce

supplies (pl n): food and other essential equipment that people need

resources (pl n): materials, land, water, etc that a community needs to function properly

construct (v): to build

colony (n): a place in one country controlled by people from another country

extract (v): to take out

atmosphere (n): the air around a planet

carbon dioxide (n): a gas

warm sth up (phr v): to cause sth to become hotter

endless (adj): (of amount) very large, inexhaustible

exploration (n): the action of exploring or looking around a place

overcome (v): to successfully deal with a situation or problem

final frontier (phr): the last/farthest border of an unexplored land/area

self-sufficient (adj): having the ability to look after yourself without relying on others

centuries (pl n): hundreds of years

millennia (pl n): thousands of years

afford (v): to have enough money to pay for sth

harsh (adj): very difficult

wipe out (phr v): to destroy completely

catastrophe (n): a terrible disaster

meteor (n): a large rock from space

4 **Aim** To consolidate new vocabulary

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

Answer Key

- | | | |
|-------------------|-----------|----------|
| 1 harsh | 3 warm up | 5 afford |
| 2 self-sufficient | 4 release | |

5 **Aim** To consolidate new vocabulary

- Explain the task and give Ss time to complete it. Ss can use their dictionaries to look up any unknown words.
- Check Ss' answers.

Answer Key

- | | |
|------------|------------|
| 1 Supplies | 3 wipe out |
| 2 overcome | 4 endless |

Grammar

6 **Aim** To present mixed conditionals

- Direct Ss' attention to the table and read out the examples. Give Ss time to study the table and refer them to the **Grammar Reference** section for more details.
- Elicit examples of mixed conditionals in the text from various Ss around the class.

Answer Key

If we had endless amounts of money for space exploration, maybe we would have already overcome these problems and built the first space colonies. Just imagine – if people hadn't given Columbus

money for his voyage to America in 1492, NASA probably wouldn't exist today!

7 Aim To practise mixed conditionals

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

Answer Key

- 2 If Sam had better eyesight, he would have been accepted on the astronaut training programme.
- 3 If Mark had handed in his project, he would pass the astronomy course.
- 4 If Greg hadn't been studying all night, he wouldn't be tired now.
- 5 If he could afford it, he would have applied to study abroad.
- 6 If Janet wasn't interested in astronomy, she wouldn't have visited the planetarium yesterday.

Speaking & Writing

8 Aim To consolidate information in a text

- Play the recording again. Ss listen and follow the text in their books.
- Then Ss talk in pairs and tell their partner three reasons why space colonisation is difficult. Monitor the activity around the class and then ask some pairs to report back to the class.

Suggested Answer Key

Colonising space is difficult because it is expensive to put things into space. It is also a long way to the nearest solar system which may have Earth-like planets and we don't have the technology to travel fast in space.

9 Aim To personalise a topic

- Explain the task and ask Ss to talk in pairs about what they imagine it is like to travel in a spacecraft.
- Ask various Ss to report back to the rest of the class.

Suggested Answer Key

I can see other astronauts in the spacecraft with me and I can see the stars outside the window as well as the blackness of space. It is quiet except for the sound of the engines and it's very peaceful. I feel very excited to be travelling in space and also very privileged to be one of the few humans to experience this.

10 Aim To develop critical thinking skills

- Read the rubric aloud and give Ss a few minutes to think about their answers and write a few sentences.
- Ask various Ss around the class to read their

sentences aloud.

Suggested Answer Key

I would like to live in a space colony because I think it would be the start of a new civilisation. I would like to be there at the start of a new era and I think it would be an exciting new experience with lots of interesting things to see and do.

I wouldn't like to live in a space colony because I can't imagine what life would be like there. I like living on Earth and I think it would be too different and too difficult to live in space or on another planet.

3g Skills

Vocabulary

1 a) Aim To present new vocabulary for environmental problems

- Direct Ss' attention to the pictures and the phrases.
- Play the recording. Ss listen and repeat as a class or individually.

b) Aim To present new vocabulary for solutions to environmental problems

- Read the solutions A-F aloud and give Ss time to match them to the problems 1-6.
- Check Ss' answers and then elicit answers to the question in the rubric from various Ss around the class.

Answer Key

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

Suggested Answer Key

Water and air pollution are big problems in my country, especially in the north. Air pollution has damaged the forest and caused many health problems and in some areas water is unsafe to drink.

Speaking

2 a) Aim To present useful language for expressing opinions

Read the table of useful language aloud and then ask two Ss to act out the example exchange.

b) Aim To practise expressing an opinion and discussing a problem

- Explain the task. Write sentence B on the board and elicit points for and against this action.
- Ask Ss to work in pairs and discuss the pros and cons of this possible solution. (*Pros: less rubbish in the streets, use fewer natural*

resources, Cons: it only makes a difference if a lot of people do it.)

- Monitor the activity around the class and then ask some pairs to report back to the class.

Suggested Answer Key

B We should recycle at home and try to reuse things.

A: To my mind, we should recycle at home and try to reuse things. There would be less rubbish in the streets.

B: You're right. Also, we would use fewer natural resources by manufacturing fewer things. On the other hand, recycling only makes a difference if a lot of people do it.

- As an extension, ask Ss to discuss the rest of the solutions.

Suggested Answer Key

C We must find new sources of renewable energy. (wind and solar power always available, BUT expensive to set up)

A: In my opinion, we must find new sources of renewable energy. For example, wind and solar power are clean and always available.

B: I completely agree. But don't you think they are expensive to set up?

A: I agree, but it would be worth it to save our natural resources.

D We should stop cutting down trees. (protect wildlife habitats, BUT land needed for housing and farming)

A: The way I see it, we should stop cutting down trees. It's the only way we can protect animals and birds in their natural habitats.

B: I totally agree with you. But don't you think people need houses and farmers need land to grow their crops?

E Manufacturers should be responsible for disposing of old electronic equipment. (less electronic waste, parts could be recycled, BUT they may raise prices to do this)

A: I truly believe manufacturers should be responsible for disposing of old electronic equipment. That would reduce electronic waste and old parts could be recycled.

B: Yes, I think so, too. On the other hand, they may raise prices to cover the cost of this.

F We should use non-chemical biodegradable detergents. (reduce water pollution BUT can be more expensive, not everyone can afford them)

A: I think we should use non-chemical biodegradable detergents. This would reduce water pollution.

B: I agree with you, but they can be more expensive so not a lot of people can afford to buy them.

Listening

3 a) Aim To prepare for a listening task

- Explain the task and ask Ss to read the questions 1-6 and the possible answers.
- Elicit an answer to the question in the rubric.

Answer Key

Improving living conditions in big cities.

b) Aim To listen for specific information

- Play the recording. Ss listen and choose the correct answers.
- Check Ss' answers. Ask Ss to justify their answers.

Answer Key

1 **B** I was born and raised in a small town in the country.

2 **C** It seemed like the perfect way to brighten up the area.

3 **B** We applied to the forest commission for some money ... they gave us permission and money to go ahead.

4 **A** Most people really liked the idea from the start ... People keep telling me that they feel a real sense of satisfaction ...

5 **C** The project has really brought the community closer.

6 **C** We visit a lot of community groups and events to talk about what we've done and to encourage others to do the same.

3h Curricular: Geography

1 Aim To introduce the topic and listen and read for gist

- Read the title and the subheadings in the text aloud. Elicit Ss' guesses in answer to the questions about deforestation.
- Play the recording. Ss listen and follow the text in their books and find out the answers.

Suggested Answer Key

Deforestation is the cutting down of large areas of trees. It is happening because farmers want space to grow crops or people want land to build houses on. It's a problem because it destroys the natural habitat of plants and wildlife. This, in turn, is destroying the world's climate and ecosystems. We can help fight it by planting more trees, recycling paper, raising awareness and supporting rainforest charities.

2 Aim To read for specific information

- Give Ss time to read the text again and complete the sentences.

- Check Ss' answers.

Answer Key

- 1 tropical rainforests left
- 2 grow crops or let animals graze
- 3 medicines
- 4 forests are cut down or burned
- 5 comes from rainforest areas

- 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

tropical rainforest (n): a large thick forest of tall trees in an area with hot wet weather

turn into (phr v): to change into sth else

slash and burn (phr): a method of farming that involves cutting down all the trees and burning all the plants and farming for a short time and then moving on and doing it again

logger (n): a person whose job is to cut down trees

urban developer (n): a person/company that buys land and builds houses, offices, stores, etc on it

mine (n): a deep hole in the ground dug to find minerals

contribute (v): to add to

major threat (phr): a big danger to sth

ecosystem (n): all the plants and animals that live in an area and their relationship to each other in the food chain

die out (phr v): to become less and less until it disappears completely

including (prep): used to introduce sb or sth that is part of a group

unique species (phr): a type of plant or animal that is one of a kind

disease (n): an illness caused by bacteria or infection

cancer-fighting properties (phr): qualities sth has to fight cancer

greenhouse gas (n): a gas that is responsible for the greenhouse effect which contributes to global warming, esp carbon dioxide

global warming (n): the gradual increase in the Earth's temperature caused by high levels of carbon dioxide in the atmosphere

sustainable (adj): keeping the use of sth at a steady level so as not to damage the environment

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

3 **Aim** To consolidate new vocabulary

- Direct Ss' attention to the words/phrases in bold in the text and the sentences 1-6.
- Explain/Elicite the meanings of any unknown words and give Ss time to complete the task.
- Check Ss' answers.

Answer Key

- | | |
|----------------|------------------|
| 1 are home to | 4 delicate |
| 2 release | 5 absorb harmful |
| 3 under threat | 6 graze |

4 **Aim** To use your imagination to talk about deforestation from the trees' point of view

- Explain the situation and ask Ss to use vocabulary and information from the text to help them write their sentences.
- Give Ss time to complete the task and then ask various Ss to read the sentences aloud to their partners or to the class.

Suggested Answer Key

Don't cut us down or burn us because this way you are ruining the world's ecosystem. You are causing erosion and flooding, as well as global warming. You are taking away from doctors lots of valuable medicines. Without us many species of animals will become extinct. Stop being so ungrateful and greedy!

5 **Aim** To give a presentation on deforestation

- Divide the class into small groups and explain the task.
- Tell Ss they can use the Internet, encyclopaedias, school textbooks or other sources of reference to find out information about deforestation.
- Ss collect information and then present it to the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

Deforestation is not new. On Easter Island, in Polynesia, settlers arrived between 800 and 1200 AD. They built the strange stone statues which the island is still famous for today. The islanders cut down trees to grow crops and they also used wood to build homes. When the wood ran out, they had to leave. Dutch sailors arrived in around 1700 to find the island deserted.

One new idea to save rainforests could be bat roosts! A recent study involved placing bats in simple boxes in deforested areas. From there, they eat fruit and then scatter around 60 different types of seeds. Scientists hope this experiment with bats could help trees to grow back.

3 i Writing

1 **Aim** To analyse a rubric

- Go through the **Writing Tip** with Ss.
- Give Ss time to find the key words in the rubric and answer the questions.
- Check Ss' answers.

Answer Key

Key words: all private transport ... should be banned in cities, essay, your opinion and reasons

- 1 My teacher
- 2 No, because I will write in a formal style.
- 3 I agree because people will have to use public transport and pollution will be reduced.

2 a) **Aim** To identify paragraph content

Give Ss time to read the model and match the paragraphs to the headings. Check Ss' answers.

Answer Key

A 5 B 3 C 1 D 2 E 4

b) **Aim** To analyse a model essay

Give Ss time to read the model essay and elicit answers to the questions in the rubric.

Answer Key

- 1 The writer's opinion is that private transport should be banned in cities.
- 2 The writer's first viewpoint is that cities would be more pleasant without heavy traffic. He/She believes this would lead to cleaner air. He/She adds that, as a result, public transport would improve. The writer's second viewpoint is that banning private transport would make cities safer. People would walk or cycle, so the number of road accidents would be reduced.
- 3 The opposing viewpoint is that people should not be forced to accept a total ban on private transport, as this restricts people's rights and freedom.

3 a) **Aim** To identify the functions of linking words in an essay

Direct Ss' attention to the linking words in bold in the essay and elicit which of the linkers match which functions from Ss around the class.

Answer Key

introduce an opinion: In my opinion

list points: Firstly, Moreover

add more points: Also

show results: As a result

introduce an opposite viewpoint: On the other hand

introduce examples: For example

conclude: All in all

b) **Aim** To practise linking words

Explain the task and give Ss time to complete it. Elicit answers from Ss around the class.

Answer Key

In my opinion: In my view

Firstly, Moreover: To start with, Secondly

For example: For instance

Also: In addition

As a result: Consequently

On the other hand: However

All in all: In conclusion

4 **Aim** To practise writing supporting sentences for topic sentences

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

Suggested Answer Key

- 1 Firstly, if we were able to find another planet to live on, then this would help resolve the problem of overpopulation on Earth. Secondly, space exploration may also lead to finding new natural resources which would benefit everyone.
- 2 To start with, it reduces air pollution because there are fewer exhaust fumes. Moreover, it is a good form of exercise so it benefits people's physical health, too.

5 **Aim** To express opinions

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

Suggested Answer Key

- 2 I believe we should all donate to charities. In this way, we can help those in need to have decent lives.
- 3 It seems to me that we must recycle waste material. It is the best way to conserve our natural resources.
- 4 I completely agree that we should join in on clean-up days. If we do, we can all help our cities look better.

6 a) **Aim** To prepare for a writing task

Read the essay topic aloud and ask Ss to read the viewpoints 1-3.

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

- Play the recording, twice if necessary, and ask Ss to write down the reasons/examples the speakers give to support their viewpoints.
- Check Ss' answers.

Answer Key

- 1 They would learn how to work as part of a team and also develop a greater sense of responsibility, which are useful qualities for future careers.
- 2 Young people are already under a lot of pressure with their studies or work.
- 3 Young people travel to school or work using cars or public transport which makes the problem of air pollution worse.

7 **Aim** To write an opinion essay

- Give Ss time to write their essay using their answers from Ex. 6, the plan and the **Writing Tip** to help them.
- Check Ss' answers.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

Our Earth is threatened by serious environmental problems, such as pollution and deforestation. I feel that all young people should get involved and help to protect it.

Firstly, environmental work would benefit young people in their future. It would be an excellent opportunity for them to learn valuable teamwork skills and gain a greater sense of responsibility. Because of this, they would be better qualified in the job market.

Secondly, young people help to cause environmental problems so they should help to solve them. For example, young people use a lot of gadgets and electrical equipment which use a lot of energy. Planting trees or cleaning up beaches would help make up for this.

However, some people believe it is unfair to force young people to give up their free time. They are already under a great deal of pressure from their studies or work.

All in all, I believe young people should get involved with environmental protection. They get valuable experience and learn to look after the environment responsibly.

Focus on RNE **3**1 **Aim** To read for specific information

- Ask Ss to read through the questions and the distractors, paying particular attention to the key words in each.
- Allow Ss time to complete the task.
- Check Ss' answers around the class and ask for justifications.

Answer Key

- 1 (when we talk about endangered species ... or maybe even the Asian elephant)
- 1 (When their numbers decrease it disturbs the natural balance of the oceans.)
- 2 (Stewart first became fascinated by sharks as a child)
- 3
- 1 (Shark fins are incredibly valuable as a luxury item)
- 3
- 2 (he swam with and even hugged the sharks while making his film)
- 2 (conflict with organised crime and the local authorities)

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

- Read through the **Study skills** box with Ss.
- Read the rubric aloud and give Ss some time to complete the task.
- Check Ss' answers around the class.

Answer Key

- 3 (Alana: you can buy presents for the little ones at the orphanage, Chris: I'll get on it right now)

Option 1 is wrong because Chris says he was thinking of helping the homeless, he didn't actually decide to do so.

Option 2 is wrong because Chris says he's already helping animals by donating to the shelter for stray cats and dog where Alana works.

3 **Aim** To listen for specific information

- Play the recording twice.
- Ss listen and complete the task.
- Check Ss' answers. Ask Ss to justify their answers.

Answer Key

- 3 (I did some voluntary work for six weeks)
- 1 (there were lots of things to do)
- 2 (I was asked to organise guided tours for tourists)
- 3 (I also learned a lot about ... taking care of injured or sick animals)
- 2 (you have to be caring with them but you also have to be strong)
- 1 (anyone can learn how to take care of animals)

4 **Aim** To practise word formation

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

Answer Key

- | | |
|----------------|--------------|
| 1 conservation | 4 sight |
| 2 equipment | 5 appearance |
| 3 curiosity | 6 obviously |

5 **Aim** To write a letter

- Go through the **Writing Tip** box with Ss and explain that an informal style of writing is used when we write to sb we know well. Explain/ elicit any unknown words.
- Give Ss time to complete the task.
- Ask various Ss around the class to read out their letters.

Suggested Answer Key

Hi Alex,

It was great to hear from you. I'm really proud of you for your decision to help clean up your local beach.

Where I live, there is also a strong spirit of volunteering. Every so often we get together and do some work for our community. We organise clean-ups, donation drives, charity bazaars and many other activities. Personally, I prefer volunteering to donating money to help a good cause. I think volunteering is a more direct, hands-on kind of help. If I had the chance to solve a single environmental problem, that would be deforestation. The world's forest are disappearing at a worrying rate and this is affecting every single one of us.

Have to go now. Write back with your news.

Take care,

Nikolai

6 **Aim** To prepare for a speaking task

- Go through the **Study skills** box with Ss.
- Read the list of points in the rubric and explain/ elicit any unknown words.
- Explain the task and allow Ss time to copy the table in their notebooks and complete it.
- Check Ss' answers.

Answer Key

why volunteer	vulnerable people	charity
<ul style="list-style-type: none"> • some people feel obliged to help those less fortunate than themselves • others do so because they get a sense of personal satisfaction • they see it as a way of giving back to society 	<ul style="list-style-type: none"> • children and the homeless • many are reluctant to give second chances to those living in the streets • neglected or orphaned children are deprived of a normal childhood 	<ul style="list-style-type: none"> • children's charity • I'd like to help children at a disadvantage have the same opportunities I did • I like the idea that I can make a difference in a child's life

7 **Aim** To speak at length

- Explain the task to Ss and give them 1.5 minutes to prepare their talk.
- Remind Ss that they have to talk for about 2 minutes, but not longer.
- Ask various Ss around the class to present their talk.

Suggested Answer Key

Community action is an important part in our society as, unfortunately, there are several problems that need to be solved both at a social and an environmental level. Some people volunteer because they feel they are morally obliged to help those who are less fortunate than themselves. Others do so because they get a sense of personal satisfaction knowing they have helped

someone in need. People also work voluntarily because they see this as a way of giving something back to the society, which has offered them opportunities to do well. I believe the most vulnerable members of our society are children and the homeless. Many people are reluctant to give second chances to those living in the streets. Also, neglected or orphaned children are deprived of a normal childhood. I'd like to be involved in a children's charity so I can help children at a disadvantage have the same opportunities I did. I rather like the idea that I can make a difference in a child's life.

Language in Use 3

1 **Aim** To present and practise phrasal verbs

- Go through the list of phrasal verbs and their definitions and elicit an example for each one from various Ss around the class, asking them to use their dictionaries to help them if necessary.
- Give Ss time to complete the task and then check Ss' answers.

Answer Key

- | | | |
|------|-------|--------|
| 1 in | 3 on | 5 over |
| 2 in | 4 out | 6 out |

2 **Aim** To practise prepositional phrases

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

Answer Key

- | | | |
|------|---------|------|
| 1 to | 3 under | 5 to |
| 2 on | 4 to | 6 in |

3 **Aim** To revise vocabulary from the module

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

Answer Key

- | | | |
|--------------|----------------|-------------|
| 1 senior | 5 walking | 9 scruffy |
| 2 host | 6 unique | 10 solstice |
| 3 electronic | 7 hair-raising | |
| 4 solar | 8 natural | |

4 **Aim** To form nouns with prefixes

- Read the theory box and the examples aloud and then explain the task.
- Give Ss time to complete the task and then check Ss' answers.

Answer Key

- | | |
|----------------------|---------------|
| 1 superheroes | 4 ex-husband |
| 2 telecommunications | 5 interaction |
| 3 autobiography | |

5 Aim To revise vocabulary from the module

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

Answer Key

- | | |
|---------------------|-----------------|
| 1 wandered, settled | 4 spent, biting |
| 2 swarm, attacked | 5 doubt |
| 3 grab, public | |

Quiz

Aim To consolidate information in the module

- Give Ss time to complete the quiz, looking back through the module if necessary.
- Check Ss' answers.

Answer Key

- 1 F (The number will triple.)
 - 2 T
 - 3 T
 - 4 F (It takes place in the summer in June.)
 - 5 T
 - 6 F (a tenth)
 - 7 F (They cover 6-7% of the Earth.)
 - 8 F (It means a native of Rio.)
- Ss prepare their quizzes in groups. Ask Ss to go through the pages of the module and select information to compile their quizzes.
 - Ask Ss to exchange their quizzes, do them, and then check their answers.

Suggested Answer Key

- 1 Europeans first explored the Amazon in the 15th century. (F They first explored it in the 16th century.)
- 2 You can go camping at the Glastonbury Festival. (T)
- 3 Rio de Janeiro is in Brazil. (T)
- 4 A viper is a deadly snake. (T)
- 5 Ed Stafford walked halfway along the Amazon River. (F He walked its entire length.)
- 6 Glastonbury is a British festival. (T)
- 7 The Congo is the biggest rainforest in the world. (F The Amazon is the biggest rainforest in the world.)
- 8 137 species of animals and plants become extinct every day because of deforestation. (T)

Russia 3

Reading & Listening

1 Aim To introduce the topic and listen and read to verify information

- Draw Ss' attention to the title of the text.
- Elicit what Ss know about VITA.

Suggested Answer Key

VITA is a non-profit charity organisation that protects

animals against cruelty. It cares about animals on farms, circuses and zoos as well as stray animals.

- Play the recording.
- Ss listen and find out if their guesses were correct.

2 Aim To read for specific information

- Allow Ss time to read the text again and complete the task.
- Check Ss' answers.

Answer Key

- 1 VITA is a non-profit charity organisation for animal rights.
 - 2 Its objectives are many: the ban of testing medicine and cosmetic products on animals, better living conditions for farm animals, animals in zoos and circuses and also to help and give food to stray cats and dogs.
 - 3 Its main activity is to make people aware of the plight of suffering animals through campaigning or taking part in radio and television programmes.
 - 4 It works with the government to try to introduce new animal welfare laws.
 - 5 In 2008, VITA took a number of stars to a trip in an attempt to stop the killing of some newborn Greenland seals. Its success was the ban on hunting baby seals.
- 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

animal rights (pl n): the rights of animals to be protected from exploitation and abuse by humans
non-profit (adj): not seeking to produce a profit
cruelty (n): behaviour that deliberately causes pain to other people or animals
peaceful (adj): not involving violence
campaign (n): a series of actions intended to produce political or social change
ban (n): an official order that prevents something from happening
cosmetic product (phr): a product used to improve a person's appearance
fight (v): to use a lot of effort to achieve something, or to stop something
assistance (n): help
stray (adj): (of an animal) lost or having no home
roam (v): to move about aimlessly or without any destination, often in search of food
make people aware of (phr): to inform people
plight (n): an unfortunate or difficult situation
numerous (adj): existing in large numbers
welfare laws (phr): laws that aid or promote well-being
support (v): to promote the interests or cause of
victory (n): a successful ending of a struggle
attempt (n): effort
decent (adj): proper; worthy

3 **Aim** To identify synonymous words

- Read the words in the list and explain/elicit any unknown words.
- Ask Ss to match the words in the list to the words in bold in the text.
- Allow Ss some time to complete the task.
- Check Ss' answers.

Answer Key

- | | | |
|-------------|--------------|--------|
| 1 victories | 3 assistance | 5 roam |
| 2 decent | 4 plight | |

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

- Read the question aloud.
- Ask various Ss to answer the question.

Suggested Answer Key

I learnt that VITA is a non-profit charity organisation whose aim is to help animals that suffer.

VITA's main activity is to raise people's awareness against animal cruelty.

VITA works with the government to introduce new laws for the welfare of animals.

Many celebrities support VITA's causes.

In 2008, they succeeded in passing a law against the hunting of baby seals.

VITA co-operates with many international organisations for animal rights and is a member of RSPCA.

5 **Aim** To develop critical thinking skills

- Ss work in pairs and discuss what they can do to protect animals and make their lives better.
- Monitor the activity around the class and then ask some pairs to report back to the class.

Suggested Answer Key

A: What do you believe we can do to protect animals?

B: I believe the first thing people should do is to raise other people's awareness against animal cruelty.

A: How can we do that?

B: Well, by organising campaigns or by giving lectures.

A: That's true. How about raising money to help animals in need?

B: That's a great idea! In my opinion another thing that will help is to try and find a home for the stray cats and dogs or at least help and feed them.

A: I agree. What about the animals in circuses or those who are subject to testing for medicine or cosmetic products?

B: Well, that's a difficult one! We need to put pressure on the government to change the laws.

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

- Read the rubric aloud and explain the task.
- Ask Ss to read the text and make notes of the key information. Then, use their notes to write their summaries.
- Ask Ss to try to use their own words as much as possible.
- Remind Ss that they can use their answers in ex. 2 to help them complete the task.
- Allow Ss some time to prepare their writings.
- Ask various Ss to present their writings to the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

VITA is a non-profit charity organisation whose aim is to protect animals and promote animals' rights.

They fight for a ban on testing medicine and cosmetic products on animals. They try to improve living conditions for farm animals, animals in zoos and circuses and also to help and give food to stray cats and dogs. Its main activity is to make people aware of the suffering of animals through campaigning or taking part in radio and television programmes. They work with the government to try to introduce new animal welfare laws and co-operate with other international charity organisations. They are also a member of RSPCA.

Module 4

Still a mystery

Topic

In this module Ss will explore the topics of mysterious events, strange creatures, unexplained phenomena and types of books.

Modular page

67

Lesson Objectives: Overview of module, to read and listen for gist

Vocabulary: Mysterious events/places (*Roswell UFO incident, Bigfoot, Apollo 13, JFK's assassination, the Bermuda Triangle, Stonehenge*)

4a UFO tour

68-69

Lesson Objectives: To read for specific information, to study/revise the passive, to talk and write about an experience

Vocabulary: Verbs (*unfold, report (on), burst*); Nouns (*sceptic, freeway, billboard, assignment, spot, cattle farmer, weather balloon, debris, rattlesnake, aircraft, hangar, army base, remains, hieroglyphics, autopsy, hotspot, formation*); Adjectives (*oval-shaped, weird, doubtful, eerie*); Past participle (*lined (with)*); Phrases (*eye-witness account*)

4b Strange creatures

70-71

Lesson Objectives: To listen and read for specific information, to learn verbs of vision, to revise/practise the passive (personal/impersonal constructions), to summarise a text

Vocabulary: Nouns (*plaster cast, sample, specimen, cryptozoologist, witness, scratch, screech, fake, hoax, footage, mobility, hips*); Adjectives (*leading, countless, valued, sceptical, secretive, panther-like, reluctant*); Phrases (*stand guard, legendary beast, hard evidence, virtually unknown, tales of sightings, native tribe, become extinct, prehistoric times, human settlement*)

4c Culture Corner

72

Lesson Objectives: To read for specific information, to practise word formation, to talk and write about an experience using the senses, to present a haunted/mysterious place from your country

Vocabulary: Verbs (*behead, spot, occur*); Nouns (*graveyard, imprisonment, trial, execution, torture, occurrence, phantom, usher, clog dance*); Adjectives (*cruel*); Phrases (*ghostly goings-on, make presence felt, welcome addition*)

4d Everyday English

73

Lesson Objectives: Booking tickets for a guided tour, to learn intonation in question tags

Vocabulary: Sentences (*This is the right place to get tickets for the Tower of London, isn't it? Yes, it certainly is. Could you tell me what the ticket price includes, please? I'd like to book some tickets for this afternoon then, please. How many tickets would you like? My pleasure. Enjoy your visit.*)

4e Unexplained phenomena

74-75

Lesson Objectives: To listen and read for gist, to read for lexical cohesion and coherence, to read for specific information, to learn verbs of sound, to practise articles, to describe an imaginary visit to a place using the senses

Vocabulary: Verbs (*sustain, bless, gather, drag, resemble*); Nouns (*dizziness, anxiety, vegetation, serpent, river bed, labyrinth, maze, lair*); Adjectives (*apparent, glowing, suffocating*); Adverbs (*majestically, intriguingly*); Phrases (*tap dripping, tap foot, drive sb to distraction, irritating sound, remain a mystery, drive sb mad, baffling enigma, methane gas bubbles, eerie sound*)

4f Recreating monsters

76-77

Lesson Objectives: To read for specific information, to read for cohesion and coherence, to revise reflexive/emphatic pronouns, to practise sentence structure, to speculate on a topic and give your opinion

Vocabulary: Verbs (*preserve, unleash, roam, last, excavate, reactivate, hatch, revive, magnify, survive*); Nouns (*clone, thigh bone, finding, ancestor, evolution, embryo, expedition, lead, alteration, blueprint*); Adjectives (*domestic, remote, dormant, reverse, optimistic, prehistoric, impressive, ambitious, satisfying*); Adverb (*officially*); Phrases (*make a breakthrough, organic material, genetic map, distant relative, conduct experiments*)

4g Skills

78

Lesson Objectives: To learn types of books, to listen for key information, to talk about books you have read

Vocabulary: Types of books (*romance, science fiction, classic novels, crime, non-fiction, horror story, tragedy, thriller, biography, historical fiction, mystery story, adventure story, fantasy*); Plot (*mysterious, clever, interesting, exciting, gripping, well/poorly-developed, fast/slow-paced, predictable, weak, funny, unimaginative, original, brilliant, awful*); Characters (*interesting, well-rounded, likeable, dull, evil, shallow, unusual*); Beginning/Ending (*confusing, flat, unexpected, disappointing, exciting, surprising, satisfying*)

Module 4

4h Curricular: Literature

79

Lesson Objectives: To listen for gist, to read for grammatical cohesion and coherence, to describe an imaginary scenario from a book

Vocabulary: Verbs (*doubt, wipe, smack, hack, account (for), mist*); Phrasal verbs (*settle down, break in, whip up*); Nouns (*trap, hedge, alertness, lane, flamethrower, outhouse, wire, enclosure*); Adjective (*unharmd*); Adverb (*irritably*); Phrase (*slashing sting*)

4i Writing

80-81

Lesson Objectives: To analyse a letter reviewing a book, to recommend a book, to write a letter reviewing a book

Focus on RNE 4

82-84

Lesson Objectives: To read for gist, to listen for key information, to read for grammatical cohesion and coherence, to write an informal letter, to read a text aloud

Language in Use 4

85

Lesson Objectives: To present/practise phrasal verbs with *keep, let & pick*, to practise prepositional phrases, to form abstract nouns from verbs/adjectives, to revise collocations, to do a quiz, to write a quiz

Russia 4

86

Lesson Objectives: To listen and read for specific information, to identify synonyms, to talk about the topic, to write a short text

Vocabulary: Verbs (*split, tremble, occur, flatten, gather, reflect, blame, rip, release, reveal*); Adjectives (*mighty, remote, volcanic*); Nouns (*bang, witness, explosion, blast, reindeer, region, expedition, comet, asteroid, ash, heavens*)

►► What's in this module?

Read the title of the module *Still a mystery* and ask Ss to suggest what they think the module will be about (*the module is about mysterious events, places and creatures*). Go through the Module objectives and stimulate a discussion about what Ss will learn in the module.

Vocabulary

1 **Aim** To present new vocabulary

- Ask Ss to read the descriptions 1-6 and complete the gaps with the words in the list.
- Check Ss' answers.

Answer Key

- was built
- have been reported
- was launched
- have crashed, was captured
- is known
- was assassinated

2 **Aim** To match descriptions to pictures

- Ask Ss to match the pictures to the descriptions. Check Ss' answers.
- Play the recording. Ss listen and check their answers.

Answer Key

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

OVER TO YOU!

Aim To personalise the topic

Elicit answers to the question in the rubric from various Ss around the class.

Suggested Answer Key

I think the Roswell UFO incident is impressive because it happened such a long time ago but people still talk about it. In 1947, an alien spacecraft was reported to have crashed in New Mexico and its alien crew was captured.

I also think the Bermuda Triangle mystery is impressive. There have been mysterious disappearances of aircraft and ships in this area in the western part of the North Atlantic Ocean.

Stonehenge is impressive, too. It was built between 3100 BC and 2800 BC and the reason behind its construction has still not been discovered.

4a UFO tour

Vocabulary & Reading

1 **Aim** To introduce the topic

- Explain/Elicit what UFO means (*unidentified flying object*).
- Play the recording. Ss listen and read the headlines. Explain/Elicit the meanings of any unknown words/phrases (e.g. *flying saucer* = name for an alien spacecraft from science fiction).
- Elicit what various Ss think happened in these incidents.

Suggested Answer Key

A – An alien spacecraft probably crashed on a ranch in the Roswell region and it was captured by some people.

B – I think some people reported finding strange wreckage and they think alien bodies were examined at Roswell Army Base.

C – A police officer reported a sighting of an alien spacecraft in Socorro, New Mexico.

D – Thousands of people witnessed strange lights over Phoenix, Arizona.

2 **Aim** To predict the content of the text

- Direct Ss' attention to the title and the introduction in the text. Elicit Ss' guesses as to what it can be about.
- Ss read the text to see if their guesses were correct.

Suggested Answer Key

I think the text is about a journalist investigating the case of the UFO crash landing in New Mexico in 1947 and whether or not it may actually have happened.

BACKGROUND INFORMATION

Roswell, New Mexico is a city in the southeastern quarter of the state of New Mexico, USA. There are about 50,000 people living there. It is home to the New Mexico Military Institute.

The Nevada Desert is in the USA. It occupies parts of California, Nevada, Utah and Arizona. It rarely rains there.

3 **Aim** To read for specific information

- Give Ss time to read the text and decide whether the statements are true, false or not stated.
- Check Ss' answers around the class and ask for justifications.

Answer Key

- 1 T (the annual UFO festival in Roswell)
- 2 F (I had the feeling I would be having some fun on this assignment)
- 3 NS
- 4 NS
- 5 F (this was a huge aircraft hangar where the remains of the strange craft were taken)
- 6 T (the locals in this area have many stories like this one)
- 7 T (there is even video footage of it)
- 8 F (I'm still doubtful whether UFOs and aliens exist.)

- 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

unfold (v): to develop

report (on) (v): to tell people about sth as part of your job

sceptic (n): sb who doubts sth

freeway (n): motorway

lined (with) (pp): having sth along both sides of sth else

billboard (n): a large board on which advertisements are displayed

assignment (n): a task, a project

spot (n): a location

cattle farmer (n): sb who raises cows and bulls

weather balloon (n): an inflatable device that carries instruments for recording the weather as it flies up in the air

debris (n): broken pieces of sth that has been destroyed

rattlesnake (n): a poisonous snake

aircraft (n): any vehicle that can fly up in the air

hangar (n): a big building where aircraft are kept

army base (n): a location with military buildings and weapons where members of the army live and work

remains (pl n): pieces of sth left after it has been destroyed

eye-witness account (phr): the description of an event from sb who has seen it

hieroglyphics (pl n): a kind of writing used in ancient Egypt that uses pictures instead of words

autopsy (n): the examination of a dead body to find out the cause of death

oval-shaped (adj): shaped like an egg

burst (v): (of flames) to burn strongly all of a sudden

hotspot (n): a popular location

weird (adj): strange

formation (n): arrangement

doubtful (adj): uncertain

eerie (adj): strange and frightening

4 **Aim** To identify the writer's purpose

- Explain that writers write articles in order to inform, to persuade or entertain readers.
- Play the recording. Ss listen and follow the text in their books.
- Ask Ss to identify the reason why the writer wrote the article.

Suggested Answer Key

The writer's purpose is to inform readers of what a tour is like. She wanted to give us an idea of what it's like at Roswell on the UFO Discovery Tour and how it can make a sceptic wonder if it's all true or not.

5 **Aim** To consolidate new vocabulary

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

Answer Key

- | | | |
|----------|------------|----------|
| 1 trip | 4 examined | 7 events |
| 2 spot | 5 site | |
| 3 desert | 6 locals | |

Suggested Answer Key

*We all enjoyed the **tour** of the famous site even though it lasted three hours.*

*He made a **mark** on the tree as we walked through the forest so that he could find his way back.*

*That diner sells **dessert** such as ice cream in the shape of an alien!*

*Please inform us if you **experience** any problems watching our documentary online.*

*UFO-seekers are a common **sight** in this area.*

*You should respect the **natives** and their customs in this village.*

*Scientists have been reviewing the **facts** since the crash, trying to find out how it happened.*

6 **Aim** To identify synonymous words/phrases

- 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

wandered away: walked without a purpose

debris: destroyed remains

disturbed: bothered

creepy: scary

soared into the sky: moved quickly up

hovering: floating in the same position

disappointed: dissatisfied

eerie: strange and frightening

Grammar

7 a) **Aim** To study/revise the passive

- Direct Ss' attention to the examples.
- Explain that we use the passive to talk about actions when the person who carries out the action is unknown, unimportant or obvious from the context. We also use the passive in formal writing.
- Explain/Elicit that we form the passive with *be + past participle* of the main verb. Point out that the subject in the active sentence becomes the agent in the passive sentence and is introduced with 'by' whereas the object in the active sentence becomes the subject in the passive sentence. Refer Ss to the **Grammar Reference** section for more details.

Answer Key

We use the passive to talk about actions when the person who carries out the action is unknown, unimportant or obvious from the context. We also use the passive in formal writing such as in a news report or headline.

*We form the passive with *be + past participle* of the main verb. The subject in the active sentence becomes the agent in the passive sentence and is introduced with 'by' whereas the object in the active sentence becomes the subject in the passive sentence.*

b) **Aim** To practise the passive

- Elicit examples of passive sentences from the text in Ex. 3.

Answer Key

was asked, was greeted, were driven, were taken, would be shown, were taken, had ever been seen, was made, were drawn, could be seen, had been witnessed

- Read the example sentence aloud and then give Ss time to rewrite the rest of the sentences in the passive.
- Check Ss' answers.

Answer Key

2 *The UFO museum was opened by the mayor.*

3 *Roswell, New Mexico is visited by lots of UFO-spotters.*

4 *Preparations are being made for the town's first UFO festival.*

5 *A UFO tour is being started by Sam in the area.*

6 *Many strange lights have been seen by locals in the desert.*

7 *Bill's book about local mysteries will be published next month.*

8 **Aim** To practise the passive

- Point out that in newspaper headlines the present tense is used to refer to recent events and the past participle of a verb is used to refer

to a past event. Elicit which headlines refer to the present (C, D) and which refer to the past (A, B).

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

Answer Key

A – A flying saucer was captured on a ranch in the Roswell region.

B – Strange wreckage and alien bodies were examined at the Roswell Army Base.

C – A sighting of an alien spacecraft is reported by a police officer in Socorro, New Mexico.

D – Strange lights have been witnessed by thousands of people over Phoenix, Arizona.

Speaking & Writing

- 9 **Aim** To consolidate and summarise information in a text

- Explain the task and give Ss time to write a paragraph based on the information in the text.
- Ask various Ss to read their paragraph out to the class.

Suggested Answer Key

Everyone was really friendly when we arrived. I was amazed by all the UFO-themed places along the freeway; hotels, souvenir shops, billboards and road signs all showed aliens. Ruth is a sceptic, but we both agreed the assignment might be fun. At the crash site, we were told about how the events unfolded on that day back in 1947 and then we visited Building 84, where the aircraft was taken for examination. All the stories were interesting, and the creepy sketches of aliens on autopsy tables at the museum were so fascinating that even Ruth was impressed. While sleeping under the stars that night, I saw Ruth staring up into the dark sky with her camera ready, hoping to witness the next alien event. I think the place and the stories had affected her and all of us. We left slightly disappointed, but a little less doubtful about whether or not aliens exist.

4b Strange creatures

Reading & Vocabulary

- 1 **Aim** To introduce the topic and present new vocabulary

Direct Ss to the pictures on pp. 70-71. Go through the list of phrases. Explain/elicite the meaning of any unknown words and then ask various Ss to tell the class about the monsters in the pictures.

Answer Key

Bigfoot is a large hairy ape-like creature.

The Loch Ness Monster looks like a dinosaur and has a long neck.

- 2 **Aim** To predict the content of the text and listen and read for specific information

- Ask Ss to read the title and the first sentence in each paragraph in the text and try to guess the answers to the questions in the rubric.
- Play the recording. Ss listen and follow the text in their books and find out.

Suggested Answer Key

I think Loren Coleman has a cryptozoology museum and is fascinated by cryptids. He is an expert in the unexplained. He has a particular interest in Bigfoot although he hasn't seen one himself.

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

- Ask Ss to read the questions 1-5 and the possible answers. Then, give Ss time to read the text again and complete the task.
- Check Ss' answers around the class. Ss should justify their answers.

Answer Key

- 1 C seeing a documentary
 - 2 B he firmly believes ... hard evidence
 - 3 A he believes ... its existence
 - 4 D they thought ... deep in the forests
 - 5 B reluctant, ... isn't trying to prove anything ... the truth
- 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

stand guard (phr): to be outside a place on duty protecting it

plaster cast (n): a model made by pouring plaster into a mould of sth so when it hardens it has the same shape as the original

sample (n): a small quantity of sth scientists collect to examine

specimen (n): a piece/example of sth

leading (adj): most important; successful

cryptozoologist (n): a person who studies mysterious creatures

legendary beast (phr): famous creature

countless (adj): endless

witness (n): sb who has seen sth

scratch (n): a mark or cut

screech (n): a scream or cry

valued (adj): considered important

hard evidence (phr): facts that prove beyond a doubt that sth is true

sceptical (adj): doubtful

fake (n): sth that has been made to look real but it is not

hoax (n): a trick

footage (n): a film or video showing an event

mobility (n): ability to move

hips (pl n): the joints that connect the legs to the upper body
virtually unknown (phr): used to describe sth that almost no one knows about
tales of sightings (phr): stories people say about seeing legendary creatures
native tribe (phr): a community of indigenous people usually living away from major cities and following their own customs
become extinct (phr): to stop existing, to disappear forever
prehistoric times (phr): a time in the past from which we have no written records
human settlement (phr): an area where people have come from another place to live
secretive (adj): hiding thoughts and actions from others; reserved
panther-like (adj): looking like a panther
reluctant (adj): unwilling

4 **Aim** To identify synonymous words/phrases

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

Answer Key

replica: model	inhabit: live in
glancing: looking	virtually: almost
leading: top	settlements: colonies
evidence: proof	reluctant: unwilling
valued: respected	

5 **Aim** To introduce and practise verbs of vision

- Ask Ss to go through the definitions. Alternatively, read the definitions aloud miming the way of looking each time.
- Explain the task.
- Give Ss time to complete it.
- Check Ss' answers.

Answer Key

1 glimpsed	3 gazed	5 peeped	7 glanced
2 peered	4 glared	6 stared	

Grammar

6 **Aim** To revise/practise the passive (personal/ impersonal constructions)

- Read out the examples. Explain that certain verbs have personal and impersonal passive constructions.
- Explain/Elicit how the two passive constructions are different (*Impersonal construction starts with It ... whereas personal construction starts with the subject of the second clause.*) Point out that in the personal passive structure the verb changes into a corresponding infinitive.

Answer Key

The first passive construction is impersonal (it) the second passive construction is personal (he).

- Elicit similar constructions in the text from Ss around the class.

Answer Key

Bigfoot or Sasquatch (,which) is said to inhabit ... it was believed by most ... they were thought to be legends ... a huge 1.5-metre-long fish (that) was thought to have become extinct ...

- Give Ss time to rewrite the sentences in the passive and then check Ss' answers.

Answer Key

- It is said (that) many frogs are becoming extinct. Many frogs are said to be becoming extinct.*
- It is reported (that) Yeti footprints have been found. Yeti footprints are reported to have been found.*
- It is thought (that) the photos are fakes. The photos are thought to be fakes.*

Speaking & Writing

7 **Aim** To identify the main idea in a paragraph; to summarise a text

- Ss work in pairs and find the main idea in each paragraph (*See underlined sentences in the Suggested Answer Key.*)
- Give Ss time to use these to write a summary of the text and then ask various Ss to read their summary to the rest of the class.

Suggested Answer Key

The International Cryptozoology Museum is owned by Loren Coleman, the world's leading cryptozoologist. Loren first became interested in monsters at the age of 12. Since then, he has gone monster-hunting all over the world and written over 30 books on the topic. His opinion is valued because, although he is a believer in the existence of cryptids, he is a sceptic and demands hard evidence. Coleman is mostly fascinated by Bigfoot. He has never seen one, but he believes it's wrong to conclude that they don't exist. Just like the coelacanth, a fish once believed to be extinct, was rediscovered in the 1930s, so other creatures may exist. For Loren, these cryptids are a species of animal that have managed to live at a distance from humans and keep their existence a secret. Loren accepts that cryptids may not exist, but he will keep searching until he finds out the truth.

4c Culture Corner

1 **Aim** To introduce the topic and read for specific information

- Read the title of the text and say the names of the places aloud. Elicit Ss' guesses as to what kind of ghosts may be in these places.
- Give Ss time to read the text and find out.

Suggested Answer Key

I think that in the Tower of London there may be ghosts of people from history. At the Theatre Royal, I think there may be ghosts of actors and actresses.

2 **Aim** To practise word formation

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

Answer Key

- | | | |
|--------------|------------|--------------|
| 1 sightings | 3 unlucky | 5 cleaners |
| 2 frequently | 4 numerous | 6 successful |

- 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

graveyard (n): a piece of land, usually next to a church, where people are buried after death

cruel (adj): harsh, not kind

imprisonment (n): the act of putting sb in prison

trial (n): the legal process held in a court of law in order to decide if a person is guilty of a crime

execution (n): the act of putting sb to death as punishment for a serious crime

torture (n): the act of causing extreme physical pain to someone as punishment

occurrence (n): happening

behead (v): to cut off sb's head

spot (v): to notice

ghostly goings-on (phr): supernatural events involving ghosts

occur (v): to happen

phantom (n): a ghost

make presence felt (phr): to make others aware of their existence

usher (n): the person who takes people to their seats in a theatre

clog dance (n): a special dance sb does wearing wooden shoes

welcome addition (phr): sth new accepted with pleasure

BACKGROUND INFORMATION

Henry VIII was King of England from 1509 until his death in 1547. He was the second monarch of the House of Tudor. He got married six times and he was responsible for the separation of the Church of England from the Roman Catholic Church. He ruled with absolute power.

Anne Boleyn was Henry VIII's second wife from 1533 to 1536. Anne failed to give Henry a male heir. Henry wanted a new wife so he had her arrested and sent to the Tower of London. She was tried, found guilty of high treason and beheaded.

3 **Aim** To consolidate new vocabulary

- Explain the task.
- Give Ss time to complete it, referring back to the text if necessary.
- Check Ss' answers.
- Give Ss time to write sentences using the phrases and then check Ss' answers.

Answer Key

- | | | |
|-----------|-----------|---------------|
| 1 capital | 3 welcome | 5 freeze |
| 2 common | 4 cruel | 6 mischievous |

Suggested Answer Key

- 1 London is the most haunted **capital city** in the world.
- 2 Sightings of ghosts are a **common occurrence** at the Tower of London.
- 3 The 'Man in Grey' is a **welcome addition** to the Theatre Royal.
- 4 The Tower of London has a **long, cruel history** of trials and executions.
- 5 Seeing a ghost can make people **freeze in terror**.
- 6 Joseph Grimaldi was a **mischievous clown** who died in 1837 and is said to haunt the Theatre Royal.

4 **Aim** To personalise the topic

- Explain the task and ask Ss to imagine how they might have felt if the scenario happened to them.
- Play the recording. Ss listen and read the text in their books.
- Give Ss five minutes to write about how they might have felt.
- Ask various Ss around the class to share their answers with the rest of the class.

Suggested Answer Key

I was walking through the halls of the Tower of London, when I felt a strange presence and there was the strong scent of a woman's perfume. I looked around to see who it belonged to and I froze in terror as the ghost of a lady all in white waved at me and disappeared.

5 **Aim** To present a haunted/mysterious place from your country

- Give Ss time to collect information about a local haunted/mysterious place and then ask various Ss to present it to the class.
- Alternatively, assign the task as HW and ask Ss to give their presentations in the next lesson.

Suggested Answer Key

St. Petersburg's long and often bloody history means that it has many haunted places. The famous Winter Palace is now home to the Hermitage museum. The ghost of one of the emperors, Nikolas I, who once lived there, is sometimes seen looking after some of the exhibits. Some people even say that one of the mummies in the collection winks at people.

Another ghost who is often seen is the architect who designed the Russian Academy of Arts, Kokorinov. He designed the building for Catherine the Great, but killed himself when her dress was spoiled by some wet paint. His ghost carries his drawing tools as it rushes around the building. The ghost of a famous sculptor is also sometimes seen there. When the weather is really bad, he bangs on the door to go into the building. Some say that he shouts he is cold and wet in his grave and demands to be let inside.

Pavel I built the Mikhailovsky castle to protect himself against assassins, but he was killed a few weeks after he moved in. Now, he wanders around the castle at night in his bed clothes, trying to find those who killed him. At other times he is seen playing the flute. The people who work there are so scared that they will not stay there at night. Even the police don't like to go there!

4d Everyday English

1 a) **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.

b) **Aim** To match sentences to speakers in a situational dialogue

- Explain the task and elicit which speaker might say each sentence from Ex. 1a from Ss around the class.
- Play the recording for Ss to check their answers.

Answer Key

Tourist: This is the right place to get tickets for the Tower of London, isn't it? Could you tell me what the ticket price includes, please? I'd like to book some tickets for this afternoon then, please.

Ticket office attendant: Yes, it certainly is. How many tickets would you like? My pleasure. Enjoy your visit.

2 **Aim** To identify synonymous phrases in a dialogue; to expand vocabulary

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

Answer Key

That's right. – Yes, it certainly is.

What do you get for the price of the ticket? – Could you tell me what the ticket price includes, please?

You're welcome. Have a great time. – My pleasure. Enjoy your visit.

Intonation

3 a) **Aim** To practise question tags

- Give Ss time to complete the task.
- Check Ss' answers.
- Refer Ss to the **Grammar Reference** section at the back of their books and briefly revise questions tags.

Answer Key

- | | | |
|---------------|---------------|--------------|
| 1 shall we? | 3 will you? | 5 could you? |
| 2 didn't you? | 4 doesn't he? | 6 will you? |

b) **Aim** To present intonation in question tags

- Play the recording and ask Ss to decide which questions expect an answer and which ask for confirmation.
- Point out that when a question tag expects an answer, the intonation rises and when it asks for confirmation of information the speaker already knows, the intonation falls.
- Check Ss' answers and refer Ss to the **Grammar Reference** section for more information if necessary.

Answer Key

- | |
|-----------------------------|
| 1 expects an answer (↗) |
| 2 asks for confirmation (↘) |
| 3 asks for confirmation (↘) |
| 4 expects an answer (↗) |
| 5 expects an answer (↗) |
| 6 asks for confirmation (↘) |

Speaking

4 **Aim** To practise role-playing

- Explain the situation and ask Ss to work in pairs and act out a dialogue using the information in the advert and the plan as a guide.
- Remind Ss to use phrases from the dialogue to help them complete the task.
- Monitor the activity around the class and then ask various pairs to act out their dialogues in front of the class.

Suggested Answer Key

A: Good morning. This is the right place to get tickets for the London Ghost Bus Tour, isn't it?

B: That's right.

A: Could you tell me what the ticket price includes, please?

B: Sure. It includes stories of London's past told by a conductor and onboard entertainment with real actors.

A: Sounds great. I'd like to book some tickets for tomorrow night then, please.

B: Yes, of course. How many tickets would you like?

A: 2 adults and two children, please.

B: OK. That's £50 for a family ticket then.

A: Alright. Here you are.

B: Thanks.

- A: Could you tell me where the tour bus starts from?
 B: Sure. It starts from Northumberland Avenue, just off Trafalgar Square at 7:30 pm and 9 pm.
 A: Thank you very much.
 B: You're welcome. Have a great time.

4e Unexplained phenomena

Reading

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

- Ask Ss to read the introduction and the headings in the text.
- Elicit what Ss think makes each place mysterious.
- Play the recording. Ss listen and follow the text in their books to find out.

Answer Key

- A – a strange noise
 B – a tree that has lived in a desert for 400 years
 C – strange fireballs
 D – strange caves, mysterious disappearances and a cat-like beast

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

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

Answer Key

- | | |
|--------------|------------------|
| 1 repeatedly | 6 breath |
| 2 residents | 7 volcanic |
| 3 sandy | 8 Explorers |
| 4 scientists | 9 disappearances |
| 5 attraction | 10 closely |

- 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

tap dripping (phr): water falling in drops from a device that controls the flow of water from a pipe
tap foot (phr): to strike the foot lightly on the floor
drive sb to distraction (phr): to irritate and annoy sb very much

irritating sound (phr): annoying noise

dizziness (n): a feeling as if you or the things around you are spinning

anxiety (n): nervousness, worry

remain a mystery (phr): to have been given no explanation for sth happening

drive sb mad (phr): to make sb feel extremely annoyed

majestically (adv): in a way that causes you to admire sth

vegetation (n): plants and trees

apparent (adj): visible

sustain (v): to maintain; to keep alive

baffling enigma (phr): unexplained mystery

bless (v): to make sth holy

glowing (adj): shining with a warm light

gather (v): to come together

serpent (n): a snake

methane gas bubbles (phr): small balls of a colourless gas in a liquid

river bed (n): the bottom of a river

labyrinth (n): a maze

maze (n): a complicated path set up in a way that you can get lost

suffocating (adj): making it difficult to breathe

eerie sound (phr): a scary noise

drag (v): to pull sb/sth with force along the ground

lair (n): a nest or den of an animal

intriguingly (adv): in an interesting/fascinating way

resemble (v): to look like

BACKGROUND INFORMATION

Taos, New Mexico is a town in the north-central region of New Mexico, USA. There are about 4,700 people living there.

Woodland, UK is a small village in county Durham in England. 300 people live there.

Bahrain is a small island state near the western shores of the Persian Gulf. It is an archipelago of 33 islands, the largest being Bahrain Island. Its capital city is Manama. It is known for its pearls and oil.

Thailand, formerly known as Siam, is a country located at the centre of the Indochina peninsula and Southeast Asia. Its capital city is Bangkok. Its official language is Thai.

Laos is a country in Southeast Asia and it is bordered by Burma, China, Vietnam, Cambodia and Thailand. Its capital city is Vientiane. The official language is Lao.

Australia is the world's sixth-largest country by total area and is in the Southern Hemisphere. Its capital city is Canberra and Sydney is its largest city. Its name is derived from the Latin 'australis', which means 'southern'.

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

- Ask Ss to read the incomplete sentences 1-8 and then give them time to read the text once more and complete them.
- Check Ss' answers.

Answer Key

- | | |
|---|-------------------------------------|
| 1 a slow dripping tap or someone tapping their foot | 4 source of water |
| 2 the English village of Woodland | 5 the October full moon |
| 3 the desert | 6 methane gas bubbles |
| | 7 vampire bats and gigantic pythons |
| | 8 a species of lion |

4 **Aim** To identify opposites

- Direct Ss' attention to the underlined adjectives in the text and explain/ elicit their meanings.
- Give Ss time to match them to their opposites in the list and then check Ss' answers.

Answer Key

<i>weird</i> ≠ <i>normal</i>	<i>clever</i> ≠ <i>silly</i>
<i>faint</i> ≠ <i>loud</i>	<i>natural</i> ≠ <i>artificial</i>
<i>distant</i> ≠ <i>nearby</i>	<i>massive</i> ≠ <i>tiny</i>
<i>high</i> ≠ <i>low</i>	<i>dark</i> ≠ <i>light</i>
<i>deep</i> ≠ <i>shallow</i>	

5 **Aim** To consolidate new vocabulary

- Explain the task and ask Ss to use their dictionaries to help them if necessary.
- Check Ss' answers around the class.

Suggested Answer Key

complain of (v): to tell sb you're not satisfied with sth
naturally (adv): normally
tiny (adj): very small
remains (v): continues to be
apparent (adj): visible
baffling (adj): confusing
exploding (v): breaking into parts in a violent way
witnessed (v): saw sth happen
caused by (pp): was the reason sth happened
beware (v): to be careful of sth

6 a) **Aim** To present verbs of sound

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

b) **Aim** To practise new vocabulary

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

Answer Key

1 buzz	4 scratch	7 drips	10 splash
2 blows	5 rustle	8 stamp	11 crack
3 crunch	6 patters	9 whistles	

Grammar

7 **Aim** To revise articles

- Explain the task and give Ss time to complete it.
- Refer Ss to the **Grammar Reference** section at the back of their books to check their answers.

Suggested Answer Key

1 the	4 -	7 a	10 the	13 a
2 -	5 the	8 The	11 an	14 the
3 the	6 the	9 -	12 the	

Speaking & Writing

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

- Ss work in pairs and tell their partner two things they remember from each place in the text.
- Monitor the activity around the class and then ask some pairs to tell the class.

Suggested Answer Key

In a town in New Mexico, people have been complaining about a strange humming sound. This humming sound also recently appeared in a small village in England. In Bahrain, there is a tree that has survived in the desert for 400 years. It has no apparent source of water. In Thailand, people gather every year in October to see the Naga Fireballs. Some people believe it is the breath of a serpent that lives in the river. In Black Mountain, Australia, there is a labyrinth of massive black boulders. People say strange loud cries and bangs come from within the mountain and people have disappeared there.

9 **Aim** To personalise the topic; to develop critical thinking skills

- Explain the task and ask Ss to imagine they are in one of the places. Give Ss time to use their imagination to write about their experience. Explain that Ss should use present tenses.
- Ask Ss to read their sentences to their partners or ask various Ss to tell the class.

Suggested Answer Key

I am walking through Taos, New Mexico, and suddenly I become aware of a strange sound. I'm not sure at first, but it sounds like a car engine in the distance. I look around but see nothing coming my way. I stand still and listen. It's a faint hum. I start feeling dizzy so I find somewhere to sit. The more I hear it, the more irritating it becomes. I just want to leave.

4f Recreating monsters

Vocabulary & Reading

1 **Aim** To introduce the topic and to read for specific information

- Ask Ss to read the definition and the newspaper headline.
- Elicit Ss' guesses in answer to the question in the rubric.
- Give Ss time to read the text and find out.

Suggested Answer Key

I think it is possible, but I think it would take a long time.

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

- Give Ss time to read the text again and complete the task.
- Play the recording. Ss listen and check their answers. Ask Ss to justify their answers.

Answer Key

- 1 H ... dinosaurs ... roaming the Earth over 65 million years ago ... dinosaur DNA doesn't last that long ... It is generally accepted ... survive 100,000 years at the most.
 - 2 C ... running tests on the bone ... suddenly found organic material ... After it was placed under a microscope ... dinosaur blood vessels ... 68 million years old ... It was an astonishing find ...
 - 3 A Jack believes ... complete genetic map ... might take decades ... For this reason ... he ... looking at other ways ...
 - 4 G ... an embryo ... It seemed that the embryo ...
 - 5 B ... enlarge its tail by three more bones ... This may not seem so impressive ...
 - 6 D ... see ... dinosaur within the next hundred years ... That seems a long time to wait ... some Japanese scientists ... The Tokyo researchers ...
 - 7 F He imagines himself teaching ... the most satisfying lecture ...
- 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

officially (adv): formally

preserve (v): to maintain; to conserve

domestic (adj): living on a farm, not wild

clone (n): a genetic copy produced from the cells of another living thing

unleash (v): to release sth dangerous

roam (v): to move around without any definite direction

last (v): to continue to survive or exist

make a breakthrough (phr): to come upon an amazing or important discovery that answers a problem

excavate (v): to dig sth out of the ground and remove it

remote (adj): distant, far

thigh bone (n): the long bone in the upper part of the leg
organic material (phr): a substance coming from living plants and animals

finding (n): information discovered after examination

genetic map (phr): a DNA sequence that represents the genes in a living thing

distant relative (phr): sb related to you but not closely

dormant (adj): not active

ancestor (n): a person in your family history that you descend from

conduct experiments (phr): to take part in scientific tests

reactivate (v): to bring back or stimulate sth into activity

evolution (n): the change and development of a living thing

embryo (n): an unborn animal or human being

hatch (v): to be born out of an egg by breaking the shell

reverse (adj): going backwards

expedition (n): an organised journey

optimistic (adj): hopeful that things will go well, not pessimistic

prehistoric (adj): existing in a period of time in history that we have no written records of

lead (n): a rope or chain attached to an animal when taken for a walk

revive (v): to bring back to life

impressive (adj): making you admire it because it's very large, good, etc

alteration (n): adjustment, change

magnify (v): to make sth appear larger using a special lense

ambitious (adj): eager to achieve or succeed

satisfying (adj): pleasing

blueprint (n): a pattern living cells have that decides how an organism develops

survive (v): to continue to exist for a long time

3 **Aim** To consolidate new vocabulary

- Explain the task. Give Ss time to complete the task using the words from the **Check these words** box.
- Check Ss' answers.

Answer Key

1 roam 2 magnified 3 survive 4 ancestors

Grammar

4 **Aim** To revise reflexive/emphatic pronouns

- Explain the task and give Ss time to complete it.
- Ask Ss to check their answers in the **Grammar Reference** section at the back of their books.

Answer Key

1 himself 3 herself 5 himself
 2 themselves 4 yourself 6 ourselves

5 **Aim** To revise the rules about nouns used with plural verb forms.

Answer Key

1 are 2 have 3 were 4 is 5 has

6 **Aim** To practise sentence structure

- Explain the task and give Ss time to complete it. Ask Ss to identify the grammar/lexical structures practised.
- Check Ss' answers around the class.

Answer Key

- 1 were astonished by (passive)
- 2 had a great time (lexical)
- 3 is reported to have (personal passive construction)
- 4 doesn't mind spending (-ing form)
- 5 is said to be (personal passive construction)

Speaking & Writing

- 7 a) **Aim** To consolidate information in a text; to develop critical thinking skills

- Play the recording. Ss listen and follow the text in their books.
- Ss work in pairs and talk about what information they found the most interesting in the text.
- Monitor the activity around the class, then ask some pairs to report back to the class.

Suggested Answer Key

What I found most interesting is that they have found living dinosaur DNA. I am also fascinated by the fact that birds are the distant relatives of dinosaurs and that they can be used to possibly bring dinosaurs back to life in one way or another.

- b) **Aim** To express your opinion on the topic; to develop critical thinking skills.

- Read the rubric aloud and give Ss three minutes to think about their answers and write some sentences.
- Ask various Ss around the class to read out their sentences to the class.

Suggested Answer Key

I don't think it is such a good idea to interfere with nature and natural events in time. I think dinosaurs should remain extinct. I don't think it would be safe for us or for these species to exist out of their time. However, I think that other species that became extinct in an unnatural way due to man's activities, such as hunting or destroying their habitats, should be brought back because they may still play an important role in the ecosystem.

- 8 **Aim** To practise research skills

- Explain the task and ask Ss to work in 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.

Suggested Answer Key

The age of the dinosaurs lasted about 200 million years during the Mesozoic Era (250-65 million years ago). Dinosaur fossils show they lived during the three periods of that era; the Triassic, Jurassic and Cretaceous periods.

The first dinosaurs appeared during the Triassic Period about 230 million years ago. They were small and lightweight. During the Jurassic Period (208-144 million years ago) much bigger dinosaurs appeared. The climate was hot and humid with plenty of rain which produced rich vegetation everywhere. It was during this time Brachiosaurus lived and bird-like dinosaurs appeared. The Cretaceous Period (114-65 million years ago) was hot and humid with plenty of swamps; perfect for dinosaurs. There were now a huge variety of dinosaurs roaming the land and flying in the air. This was the time of the Tyrannosaurus rex and the Triceratops. At the end of the third period (65 million years ago) all the dinosaurs suddenly became extinct. A large meteor may have hit the Earth or climate cooling may have been to blame.

- Alternatively, you can ask Ss to prepare a quiz on dinosaurs to hand out to their classmates.

4g Skills

Vocabulary

- 1 **Aim** To present new vocabulary

- Divide the class into small groups.
- Direct Ss' attention to the diagram and the language in the table.
- Choose a S to read out the example and then ask Ss to discuss the questions in the rubric using the vocabulary presented.
- Monitor the activity around the class and then ask various Ss to tell the class about their book preferences.

Suggested Answer Key

I love crime stories because they make you think and are exciting to read. I find romances a waste of time. I think they're silly and predictable.

Listening

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

- Read the rubric aloud to give Ss an idea of what they will listen to.
- Ask Ss to read the statements 1-5.
- Tell them to pay attention to key words.
- Play the recording. Ss listen and decide whether the statements are true or false.
- Check Ss' answers. Ask Ss to justify their answers.

Answer Key

- 1 F an enthusiastic reader of all kinds of fiction
- 2 T It's actually the first book in the 'Inner Space' trilogy
- 3 F The hero of the story is Detective Inspector Nick Burton... his boss and friend, ..., is arrested and charged of murder

- 4 F *I really thought that they (the characters) were coming to life as the story developed*
 5 T *he used to be an officer in the navy ... which definitely comes through in his writing*

Speaking

3 a) **Aim** To expand vocabulary

- Explain the task and give Ss time to complete it looking up the meanings of any unknown adjectives in their dictionaries.
- Check Ss' answers.

Suggested Answer Key

Positive: clever, interesting, exciting, gripping, well-developed, funny, original, brilliant, interesting, well-rounded, likeable, satisfying

Negative: poorly-developed, predictable, weak, unimaginative, awful, dull, evil, shallow, confusing, flat, disappointing

Neutral: mysterious, fast-/slow-paced, unusual, unexpected, surprising

b) **Aim** To personalise the topic; to consolidate new vocabulary

- Explain the task and ask Ss to read the example.
- Ss work in pairs and discuss any books they have read using the language in Ex. 3a.
- Monitor the activity around the class and then ask some pairs to tell the class about a book they read.

Suggested Answer Key

A: *I recently read One Day by David Nicholls. It's about the same day in the lives of two people over 20 years ago.*

B: *What did you think of the plot?*

A: *It's original and brilliant.*

B: *What about the characters?*

A: *I thought they were interesting and well-rounded.*

4 a) **Aim** To analyse a rubric for a speaking task

- Ask Ss to read the rubric in Ex. 4b, paying particular attention to the key words.
- Allow Ss some time to look at the questions and think about the answers.
- Check Ss' answers around the class.

Answer Key

- I have to talk about reading books.*
- I need to address three points:*
 - why people like reading books*
 - which books are more likely to be popular with teens today*
 - what the best book I have ever read is about*
- Yes, I do. I should give detailed answers to the points raised.*
- I have 1.5 minutes to prepare.*
- I will speak for about two minutes continuously.*

b) **Aim** To speak at length

- Allow Ss 1.5 minutes to prepare their talks.
- Ask various Ss to present their talks.

Suggested Answer Key

I believe people like reading books because it's an enjoyable, inexpensive pastime. Reading offers knowledge, entertainment and also a chance to escape to a different world. As books usually don't cost much in comparison to other forms of entertainment – for example, video games – they offer a cheap way for someone to do something pleasant.

Teens today are adventurous, tech-savvy and very imaginative. For this reason, I think that science-fiction or fantasy novels, but also futuristic adventure or even horror stories, are likely to be very popular with modern teenagers.

The best book I have ever read is called Ender's Game, written by Orson Scott. It's about a young boy named Ender who's sent to space in order to attend Battle School, and how he ends up saving Earth from an alien invasion. Along the way, the story deals with some serious issues such as growing up, war and manipulation. It's my favourite book because it's well-written, fast-paced and was impossible to put down once I started reading it.

4^h Curricular: Literature

1 **Aim** To introduce the topic and listen for gist

- Read the rubric aloud and direct Ss' attention to the picture. Elicit that triffids are strange plants.
- Play the recording. Ss listen and find out the answer.

Suggested Answer Key

Triffids appear in a science-fiction novel by John Wyndham. They are tall plants with legs that seem intelligent but are aggressive and attack people with their poisonous stings.

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

- Explain the task and give Ss time to read the text and complete it
- Check Ss' answers around the class.

Answer Key

- | | |
|-----------------|---------------|
| 1 don't hear | 6 took |
| 2 them | 7 first |
| 3 To do | 8 didn't dare |
| 4 had broken in | 9 more |
| 5 standing | |

- 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

irritably (adv): in an annoyed manner

trap (n): a device for catching sth

settle down (phr v): to feel comfortable somewhere and decide to stay

hedge (n): a line of bushes along the edge of a garden, field or road

doubt (v): to not be certain about sth

alertness (n): readiness

lane (n): a small country road

slashing sting (phr): a painful long deep cut from a sharp part of sth (the plant) with poison on it

wipe (v): to clean

break in (phr v): to enter by force

whip up (phr v): to appear suddenly

smack (v): to hit with force

flame-thrower (n): a device that releases burning liquid in a long jet

outhouse (n): a shed or barn on the same land as a main house

wire (n): metal thread

hack (v): to cut through sth strongly

unharmful (adj): not hurt; having no injury

enclosure (n): an area that is surrounded by sth

account (for) (v): to know where everything is

mist (v): to cover with tiny drops of moisture so you can't see through it

3 **Aim** To consolidate new vocabulary

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

Answer Key

wiggled – turned quickly

viciously – violently

smacked – hit sharply

intruders – invaders

tiptoe – the front part of your foot

4 **Aim** To identify adjectives in a text

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

Answer Key

- | | | |
|------------|------------------|-----------|
| 1 slashing | 4 leathery green | 7 largest |
| 2 grey | 5 thick | carving |
| 3 complete | 6 leather | 8 fine |

5 **Aim** To develop critical thinking skills

- Explain the situation.
- Play the recording and give Ss some time to do the task.
- Monitor the activity around the room and then ask some Ss to report back to the class.

Suggested Answer Key

I can see them all around the car, standing there silently. As the car moves the leaves seem to cover the car and everything goes dark inside. I see the stings whip up and hear them smack against the windscreen. I feel frightened.

4i Writing

1 **Aim** To read for gist

- Read the **Writing Tip** aloud and introduce the type of writing, the content and layout.
- Give Ss time to read the letter and complete the task.

Answer Key

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

2 **Aim** To present new vocabulary related to the topic

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

Answer Key

- | | | |
|----------------------|---------------|---------------|
| 1 set | 3 put it down | 6 main |
| 2 tells the story of | 4 is based on | 7 dull, twist |
| | 5 absorbed | 8 bestseller |

3 **Aim** To identify adjectives in a text

- Explain the task and give Ss time to find the adjectives the writer has used in the text for each noun.
- Check Ss' answers.

Answer Key

- | | |
|-----------------|-----------------|
| 1 gripping | 6 thrilling |
| 2 award-winning | 7 brave |
| 3 intriguing | 8 mysterious |
| 4 devastating | 9 action-packed |
| 5 fast-paced | 10 satisfying |

4 **Aim** To consolidate new vocabulary

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

Answer Key

- | | |
|---------------|----------------------------|
| 1 predictable | 5 heart-warming |
| 2 original | 6 well-developed, likeable |
| 3 mysterious | 7 surprising |
| 4 gripping | 8 strong |

5 a) **Aim** To practise language used for recommending

- Explain the task and give Ss time to complete it. Ss work in pairs and do the task.
- Check Ss' answers.

Answer Key

- A 1 would definitely recommend
2 couldn't put it down
B 3 you are looking for
4 is definitely for you
5 I've ever read
C 6 make sure it's this one
7 won't regret it
8 In my opinion

b) **Aim** To identify a recommendation in a text

Elicit answers to the question in the rubric from Ss around the class.

Answer Key

I'm sure you'll want to read it too!, ... making the book impossible to put down, It's definitely worth reading., You will surely love this wildly entertaining bestseller.

6 **Aim** To prepare for a writing task

- Ask Ss to read the rubric and pay attention to the key words. Then give Ss time to answer the questions.
- Check Ss' answers around the class.

Answer Key

Key words: letter, pen friend, good book you've read, what did you like about it, who would you recommend it for, 100-120 words

- 1 a letter reviewing a book
2 my English-speaking pen-friend, Sally
3 mostly present tenses
4 Items to be included: name of author, whether you recommend it, main points of plot, general comments on characters/plot, etc

7 **Aim** To write a letter reviewing a book

- Direct Ss' attention to the plan and the **Useful Language** section and give them time to complete the task.
- Check Ss' answers.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

*Hi Sally,
How are you? I think joining a book club is a good idea, I might do that too. The best book I've read recently is Rick Jordan's The Lost Hero.*

This thrilling adventure-fantasy novel set in modern-day America is about three demigods and their battles against monsters. It has a brilliant plot full of fast-paced action and interesting characters. Jason Grace and his two friends, Piper and Leo, are dynamic, likeable heroes who fight some exciting battles. It's a book that you can't put down right up to the very satisfying end.

If you only read one book this year, make sure it's this one. It's clever, gripping and with well-developed characters. I'm sure you'll love it!

Cheers,

Mark

Focus on RNE 4

1 **Aim** To read for gist

- Go through the headings (1-8) and explain/ elicit any unknown words.
- Tell Ss to pay particular attention to the key words in the headings. (1 *don't pretend, something you're not*; 2 *ending up, judge*; 3 *event, everyone, similar interests*; 4 *brain, deceive you*; 5 *difficult way to get rich*; 6 *getting it right, luck*; 7 *fraudsters, prison*; 8 *early investigator*)
- Allow Ss time to complete the task.
- Check Ss' answers around the class, asking for justifications.

Answer Key

- A 4 (psychological tricks played by the mind)
B 8 (in the 1920s, one of the first paranormal investigators)
C 1 (There's nothing wrong in being a good magician unless you lie about it and pretend it's a super power.)
D 2 (tried to sue, the case was thrown out of court, pay court costs)
E 5 (one million dollar ... prize, scientific testing conditions)
F 3 (conference run by magicians, scientists and sceptics)
G 6 (No results above the statistical figure for coincidence have shown any evidence that anyone has the power to read minds.)

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

- Read the **Study skills** box with Ss and explain the requirements of the exam task.
- Ask Ss to go through the locations 1-5 and the word groups a-f. Elicit/explain any unknown words.
- Allow Ss some time to match the locations with the word groups and then check Ss' answers.
- Ask Ss which word group does not match any of the locations and ask for suggestions on which location the extra word group describes.

Answer Key

1 d 2 a 3 b 4 e 5 c

The extra word group is f (bookshop)

3 **Aim** To listen for key information

- Read the rubric and the choices (1-5) aloud and explain the task.
- Play the recording twice. Ss listen and do the task.
- Check Ss' answers around the class.

Answer Key

A 5 (costume, Star Wars, sci-fi fan, going ... every year)

B 3 (take a seat, course, Professor Betts, talks, auditorium)

C 2 (guide, exhibits)

D 1 (show, felt so real, dome-shaped screen)

4 **Aim** To read for grammatical cohesion and coherence

- Read the rubric aloud and explain the task to Ss.
- Allow Ss time to complete the task.
- Check Ss' answers.

Answer Key

- | | |
|----------------|---------------|
| 1 do you think | 6 to get |
| 2 most amazing | 7 was waiting |
| 3 helped | 8 their |
| 4 was signed | 9 turns into |
| 5 writing | |

5 **Aim** To practise word formation

- Give Ss time to read the text and complete the task. Point out Ss should use correct spelling.
- Check Ss' answers on the board.

Answer Key

- | | | |
|---------------|--------------|----------------|
| 1 agency | 3 scientific | 5 rocky |
| 2 comparisons | 4 merely | 6 surprisingly |

6 **Aim** To write an informal letter

- Go through the **Writing Tip** box with Ss pointing out that this is a plan they should follow for the exam writing task.
- Go through the rubric with Ss.
- Draw attention to the facts that the task is to be completed within 30 minutes and that the rules of letter writing must be followed.
- Allow Ss 30 minutes to complete the task and collect their work in order to assess it and return it.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

Dear Kate,
I was glad to hear from you but sorry that your

book turned out bad. The worst book I've ever read is called Smile by Pam Henley.

It's about Ben and Sue, a brother and a sister who are going through some tough times. They have problems at school, their parents are getting divorced, and Sue is in love with a boy who doesn't even know she's alive. Sadly, the plot is weak and totally predictable. The siblings are shallow and uninteresting as characters. Even the ending is flat and with no surprises.

Although I know you love teen fiction as much as I do, I'd recommend you give this one a miss. It's quite disappointing.

Talk to you soon,
Martha

7 **Aim** To prepare for a speaking task

- Go through the **Study skills** box with Ss. Explain that sounding natural is very important for this task.
- Play the recording. Then play it a second time with pauses for Ss to repeat what they hear.
- Remind Ss that they should try to copy the reader's rhythm and intonation.

8 **Aim** To read a text aloud

- Allow Ss 1.5 minutes to read the text silently.
- Select various Ss around the class to read the text aloud.

Language in Use 4

1 **Aim** To present and practise phrasal verbs

- Go through the list of phrasal verbs and their definitions and elicit an example for each one from various Ss around the class using their dictionaries to help them if necessary.
- Give Ss time to complete the task and then check Ss' answers.

Answer Key

1 off 2 down 3 on 4 out 5 up

2 **Aim** To practise prepositional phrases

- Explain the task and give Ss time to complete it and then check Ss' answers.
- Ask Ss to list words that go with prepositions in alphabetical order in a **Prepositions** section in their notebooks.
- Ask Ss to revise this section regularly as this will help them use the English language in a natural way.

Answer Key

1 in 2 on 3 for 4 at 5 in

3 **Aim** To consolidate vocabulary from the module

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

Answer Key

- 1 attracts (draw = to pull – draw attention to)
- 2 sank (drop = to fall, e.g. temperature)
- 3 wandered (wondered = asked himself)
- 4 admitted (accept an invitation)
- 5 bring (take from one place to another)
- 6 lies (lay sth down)

4 **Aim** To practise forming nouns from verbs/ adjectives

- Read the theory box and the examples aloud and then explain the task.
- Give Ss time to complete the task and then check Ss' answers on the board.

Answer Key

- | | | |
|----------------------|--------------|------------|
| 1 appearance | 3 collection | 5 activity |
| 2 quietness, privacy | 4 difference | |

5 **Aim** To consolidate vocabulary from the module

Give Ss time to complete the task, then check Ss' answers.

Answer Key

- | | | |
|-----------|------------|------------|
| 1 annual | 5 lifelong | 9 welcome |
| 2 travel | 6 demand | 10 drive |
| 3 weather | 7 native | 11 full |
| 4 video | 8 highly | 12 closely |

Quiz

Aim To do a quiz

- Explain the task and give Ss time to do the quiz looking back through the module if necessary.
- Check Ss' answers and elicit corrections for the false answers.

Answer Key

- 1 T
- 2 F one police officer
- 3 F Yetis
- 4 F rediscovered in 1938
- 5 F every October full moon
- 6 T
- 7 F 65 million years ago
- 8 F JFK was assassinated

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

Suggested Answer Key

- 1 Apollo 13 went into space in 1969. (F – 1970)
- 2 The Bermuda Triangle is in the Pacific Ocean. (F – The Atlantic)
- 3 Roswell is in New Mexico. (T)
- 4 Henry VIII haunts the Tower of London. (F – Anne Boleyn)
- 5 The Theatre Royal opened in 1663. (T)
- 6 The Tree of Life is in New Mexico. (F – Bahrain)
- 7 Jack Horner is an archaeologist. (F – palaeontologist)
- 8 The Day of the Triffids was written by John Wyndham. (T)

Russia 4

Reading & Listening

1 **Aim** To introduce the topic and to listen and read for specific information

- Draw Ss' attention to the picture and the title of the text.
- Elicit what Ss know about Tunguska event.

Answer Key

It refers to a blast up into the sky from which fireballs reached the earth and set fire in a large forest area in Siberia, Russia.

- Ask Ss to write down three questions they would like to ask on the topic.
- Play the recording. Ss listen and follow the text in their books.
- Allow Ss some time to read the text and see if they can answer their questions.

Suggested Answer Key

- 1 Where and when did the Tunguska Event happen? (Near Vanavara in Siberia, Russia, on 30th June 1908)
- 2 How many people were killed by this strange event? (None)
- 3 What was the impact of the explosion? (A wildfire in a forest that flattened millions of trees and killed thousands of animals)

2 **Aim** To read for specific information

- Give Ss time to read the text again and decide if the statements are true, false or not stated.
- Check Ss' answers and ask for justifications.

Answer Key

- 1 T (the earth trembled)
- 2 NS
- 3 F (it was recorded by instruments as far away as England)
- 4 T (thousands of reindeer and other wildlife were killed)

- 5 T (local people thought that the god Odgy had punished them)
 - 6 F (releasing energy equal to about 1000 times the atomic bomb dropped on Hiroshima)
 - 7 F (it took over a decade for scientists to organise an expedition to investigate the event)
 - 8 F (plant-life is growing four times faster than it should)
- 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

split (v): to separate

bang (n): a sudden very loud noise

mighty (adj): having or showing great strength, force, or intensity

tremble (v): to shake quickly, and involuntarily, up and down, or sideways

witness (n): a close observer

occur (v): to happen

explosion (n): a violent release of energy

blast (n): an explosion

flatten (v): to make flat

reindeer (n): an Arctic deer with large antlers

gather (v): to collect in one place

region (n): area

reflect (the sunlight away) (v): to block the sunlight from reaching the earth

remote (adj): located far away

expedition (n): a journey organised for a particular purpose

comet (n): a celestial body that travels around the sun

asteroid (n): a small celestial body that moves around the sun

blame (v): to attribute responsibility to

rip (v): to move rapidly

release (v): to let energy spread into the area or atmosphere around sth, especially as part of a chemical reaction

reveal (v): to let sth become known

volcanic: relating to a volcano

volcanic ash (n): the residue that remains when a volcano erupts

(the) heavens (pl n): paradise

3 Aim To identify synonyms

- Read the words in the list and explain/elicite any unknown words.
- Ask Ss to read the text again and find the synonyms of the words in the list.
- Allow Ss some time to complete the task.
- Check Ss' answers.

Answer Key

- | | | |
|----------|---------------|----------|
| 1 remote | 3 tremble | 5 mighty |
| 2 force | 4 rip through | 6 occur |

4 Aim To consolidate information in a text

- Give Ss time to prepare their answers.
- Ask various Ss to tell the class.

Suggested Answer Key

I learnt that the Tunguska event happened in Siberia, Russia, on 30th June 1908.

I also learnt that, luckily, nobody was killed.

The energy released was equal to about 1000 times the atomic bomb dropped on Hiroshima.

The event was recorded by instruments as far away as England.

5 Aim To develop research skills and write a short text about Tunguska Event

- Read the rubric aloud and explain the task.
- Ask Ss to collect information from the Internet, reference books or other sources.
- Allow Ss some time to prepare their texts.
- Ask various Ss to present their texts to the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Answer Key

The Tunguska event was the biggest unexplained explosion in recent history and it was very lucky that no one was killed. Many explanations have been suggested for this strange event. The local people, the Evenks, believed that they were being punished by the god Odgy for living badly. Other people have suggested that it was caused by an alien spaceship exploding in the sky. It has even been suggested that it was a black hole passing through the Earth.

The most likely explanation is that this was a comet or asteroid that entered the Earth's atmosphere and exploded because of the extreme temperature it reached. There was no crater left by something hitting the Earth, so whatever it was, it exploded in the sky. Scientific surveys have shown lots of metals present in the soil in the area that are not usually found on Earth. This means that whatever caused the event was probably some kind of rock from outer space.

We now know that much smaller events happen like this all the time, as there are many asteroids and comets that burn up in our atmosphere, or come close to earth. Scientists suggest that events as big as the Tunguska event happen around every three hundred years. If this event had happened over a city it would have completely destroyed it. Maybe the next time something like this crashes into the Earth we will not be so lucky.

Lifelong learning

Topic

In this module Ss will explore the topics of learning, education, skills, awards, achievements and experiences.

Modular page

87

Lesson Objectives: Overview of the module, to listen for gist

Vocabulary: Learning experiences (*family & home environment, educational institutions, the mass media, travelling, peers, free time activities, youth groups & social organisations, information technology, nature & the environment*)

5a Extraordinary skills

88-89

Lesson Objectives: To read for gist, to read for specific information, to learn reported speech, to act out an interview, to write about sb's experience

Vocabulary: Shaolin skills (*balance body on the tips of spears, lie on a bed of nails, break bricks on someone's body, throw oneself into the air, walk barefoot up a staircase of knives, fight blindfolded, do the splits, stand still with legs bent, crawl on hands and knees down a mountain*); Verbs (*spin, land*); Nouns (*spear, muscles, failure, punch, kick, martial art, meditation class, humility, discipline*); Adjective (*bent*); Adverb (*constantly*); Phrases (*gasp in amazement, stunning scenery, take breath away, to my relief, mental strength, build character, inner strength*)

5b The way we learn

90-91

Lesson Objectives: To listen for specific information, to listen and read for gist, to read specific information, to learn reported questions and commands, to act out an interview, to talk and write about the Khan Academy

Vocabulary: School/University subjects (*Chemistry, Maths, Medicine*); Technology in education (*take an online course, watch lectures/educational videos online, complete an MBA through an application, have private lessons, enrol at a school/university, have lessons with interactive whiteboards*); Verbs (*tutor, admit, quit, stumble, claim*); Nouns (*lecture, university graduate, clip, principle, scribble, crash course, approach, process*); Adjectives (*potential, virtual, motivated, committed*); Phrases (*at your own pace, attract attention, occasional error, teaching resource, negotiation skills*); Past participle (*converted*)

5c Culture Corner

92

Lesson Objectives: To read for gist, to read for specific information, to listen for specific information, to talk and write about an award for young people in your country

Vocabulary: Verbs (*aim, progress, pick*); Nouns (*charity shop, parachuting, first aid, expedition, royal palace*); Adjectives (*challenging, focused, disciplined*); Adverb (*ultimately*); Phrases (*full potential, animal rescue centre, rowing trip, extracurricular activity*)

5d Everyday English

93

Lesson Objectives: Borrowing library books, to learn emphatic stress

Vocabulary: Sentences (*Do you know the title of the book and the author?, I'll check on the computer for you., I'm afraid it's out right now., Would you like to reserve it?, When will it be back in?, Can I take these two books out, please?, They're due back one week from today.*)

5e Overcoming the odds

94-95

Lesson Objectives: To listen and read for specific information, to learn special introductory verbs, to talk and write about how you imagine sb feels

Vocabulary: Achievements (*get a degree, invent something to improve people's lives, pass your driving test, establish a successful business, win a scholarship to a college/university, learn to speak a foreign language, take part in a charity project, win a sports competition, do well in your exams/a test*); Verbs (*huddle, capture, ignore, irrigate*); Phrasal verb (*drop out*); Nouns (*famine, starvation, windmill, light bulb, miracle, scholarship, donation, tinfoil*); Adjectives (*faint, scarce, influential, generous*); Adverb (*truly*); Phrases (*kerosene lamp, self-taught inventor, set one's sights high, tuition fees, scrap metal, have access to, renewable energy, real asset, hands-on method, shining example*); Prepositional phrase (*due to*)

5f Taking a gap year

96-97

Lesson Objectives: To listen and read for gist, to read for lexical cohesion and coherence, to learn time clauses, to summarise a text, to talk and write about gap year experiences

Vocabulary: Gap year experiences (*work as a beekeeper, study opera in Italy, coach football at a school in Zambia, help rehabilitate injured animals, drive sled dogs in Siberia, help build an orphanage in China, learn to be a cowboy/cowgirl on a ranch, do a massage course in Thailand, help conserve coral reefs in Fiji*); Verbs (*groom, mend, toast, coach, clap, beat*); Phrasal verb (*step back*); Nouns (*Master's, outback, stable, lassoing, marshmallow, requirement, resources, sticky tape, football pitch, practice, session, kit, rehearsal*); Adjectives (*work-based, rolled up, eager, poisonous, grand*); Phrases (*sheep station, sheep shearing, shearing shed, whip cracking, starry sky, average wage, fall in love with, voice coaching lesson, breathing control*)

Module 5

5g Skills 98

Lesson Objectives: To describe pictures, to compare photos, to speculate, to talk about ways of learning, to listen for key information

Vocabulary: Higher education: Types of institution (*university, college of further education, online university, vocational college*); Buildings & facilities (*science lab, library, lecture theatre, classroom, hall of residence, canteen, gym*); Subjects (*Biochemistry, History of Art, Media Studies, Modern Languages, Philosophy, Medicine*); Types of learning (*seminar, tutorial, lecture*); People (*student, lecturer, librarian, professor, tutor, head of department*)

5h Curricular: PSHE 99

Lesson Objectives: To read for gist, to summarise a text, to give a presentation on ways to improve your memory

Vocabulary: Verbs (*retain, recall, erupt, bark, snarl, cram (for)*); Phrasal verbs (*let (sb) down, break down, space out*); Nouns (*mnemonics, rhyme, visualisation, long-term memory, boost*); Adjectives (*weird, tricky*); Adverbs (*mentally, effectively*); Phrases (*keep in top form, string of information, personal connection, take a break, burnt into your memory*)

5i Writing 100-101

Lesson Objectives: To analyse a model for-and-against essay, to practise linkers, to write a for-and-against essay

Focus on RNE 5 102-104

Lesson objectives: To read for specific information, to listen for specific information, to read for grammatical cohesion and coherence, to practise word formation, to write an informal letter, to speak at length

Language in Use 5 105

Lesson Objectives: To present/practise phrasal verbs with *pass, stick & think*, to practise prepositional phrases, to form abstract nouns adding suffixes, to revise collocations, to do a quiz, to write a quiz

Russia 5 106

Lesson Objectives: To listen and read for gist, to read for specific information, to identify synonyms, to present a summary of a text, to write a short text

Vocabulary: Verbs (*preserve, invest, review*); Adjectives (*gifted, worthy, fund-raising*); Nouns (*composer, forefather, award, fee, jury, expenses, scholarship, foundation*); Phrases (*follow in sb's footsteps, financial support*)

►► What's in this module?

Read the title of the module *Lifelong learning* and ask Ss to suggest what they think the module will be about (*the module is about learning experiences, skills, education & achievements*). Go through the topic list and stimulate a discussion about what Ss will learn in the module.

Vocabulary

1 **Aim** To present new vocabulary

- Direct Ss' attention to the pictures. Elicit what each one shows and explain/elicit any unknown words.
- Explain the task, read out the example and elicit a variety of answers from Ss around the class.

Suggested Answer Key

When I was 6-12 years old, I learnt mostly from educational institutions, my peers and my free-time activities.

When I was 12-16 years old, I learnt mostly from educational institutions, youth groups, social organisations and my peers.

Now that I am 18 + years old I learn mostly from the mass media, information technology, nature and the environment.

2 **Aim** To listen for ideas and discuss a saying

- Explain the task and play the recording. Ask Ss to listen and make notes on what they hear.
- Read the saying aloud and ask Ss to discuss the saying in pairs.
- Monitor the activity around the class and then ask various Ss to tell the class their opinion on the subject.

Suggested Answer Key

I think it means that learning is a lifelong process and we can learn all sorts of skills in all sorts of situations and from all sorts of experiences. We learn information and study skills in the classroom at school whereas we learn life skills, practical skills, social skills and much more through life experiences, from our family, peers, free-time activities, travelling and so on.

OVER TO YOU!

Aim To express a personal opinion on the topic

Elicit answers to the question in the rubric from various Ss around the class.

Suggested Answer Key

A: No, I don't think we learn everything we need to know from school studies. We need to learn skills like common sense, good judgement, personal

responsibility as well as practical skills, which I don't believe we can learn from books or in the classroom.

B: I agree. I think we need to experience a much wider variety of situations to develop certain skills that simply cannot be learnt from school studies.

5a Extraordinary skills

Vocabulary

- 1 **Aim** To introduce the topic and present new vocabulary

- Play the recording. Ss listen and repeat chorally and/or individually.
- Pay attention to Ss' intonation and pronunciation.
- Explain/Elicit the meanings of any unknown words and then elicit which of the actions Ss can see in the pictures.

Suggested Answer Key

The picture shows someone doing the splits.

- 2 **Aim** To present new vocabulary and express an opinion

- Go through the qualities in the list and explain/ elicit the meanings of any unknown words.
- Read out the example and then elicit answers from Ss around the class.

Suggested Answer Key

I think someone needs to have determination and inner strength to be able to do these actions because they seem very difficult.

Reading

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

- Ask Ss to read the title and the first and last sentences in each paragraph and guess what the text is about.
- Give Ss time to read the whole text and check.

Suggested Answer Key

The text is about someone's experience training with Shaolin monks in China.

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

- Give Ss time to read the text and decide whether the statements are true, false or not stated.

- Check Ss' answers around the class and ask for justifications.

Answer Key

- 1 F (this incredible performance of the Shaolin monks ... After the performance, I knew I just knew I had to learn more about them.)
 - 2 T (the stunning scenery takes your breath away)
 - 3 NS
 - 4 T (I was woken up at 5:40 for a run to the top of a nearby mountain)
 - 5 T (by the time I reached the top, the Chinese students ... were back at the academy)
 - 6 F (I looked on in horror as students practised doing the splits!)
 - 7 F (we finally got breakfast ... Afterwards, it was straight back to the gym)
 - 8 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

spin (v): to turn around very quickly

land (v): to come back on the ground

spear (n): a weapon which is a long wooden stick with a sharp metal end

gasp in amazement (phr): to take a sharp breath because you are surprised and excited

stunning scenery (phr): beautiful view

take breath away (phr): to feel short of breath from surprise or amazement, to be amazed

muscle (n): the soft tissue in your body that can tighten and relax to produce movement

to my relief (phr): thankfully

bent (adj): not straight, forming an angle

failure (n): sb or sth unsuccessful

punch (n): the action of hitting sth hard with a closed fist

kick (n): the action of hitting sth with your foot

martial art (n): a method of fighting from the Far East e.g. karate, kung fu

meditation class (n): a lesson where you learn to clear your mind and relax

mental strength (phr): willpower

constantly (adv): all the time

build character (phr): to become a better person

humility (n): humbleness, modesty

discipline (n): great self-control

inner strength (phr): strength of mind

BACKGROUND INFORMATION

Kung fu is a Chinese martial art. The term actually refers to any skill or accomplishment achieved through hard work over a long period of time.

The **Shaolin Temple** is a Buddhist monastery in Dengfeng, China. It dates from the 5th century. The monks there are famous for practising a martial art known as Shaolin kung fu.

Tai Chi (T'ai chi ch'uan) is a type of Chinese martial art used for self defence and health purposes. A major belief is that by concentrating on controlled movements, a person can achieve a state of calmness and relaxation. It is often used for stress management in the West.

5 **Aim** To consolidate new vocabulary

- Explain the task and give Ss time to complete it.
- Elicit answers from Ss around the class.

Answer Key

- | | | |
|------------|-----------------|----------|
| 1 gasped | 5 life-changing | 9 inner |
| 2 stunning | 6 exhaustion | 10 goals |
| 3 breath | 7 key | |
| 4 failure | 8 character | |

6 **Aim** To identify synonymous words/phrases

- Explain the task and go through the words/phrases in the list and explain/elicite the meanings of any unknown words.
- Give Ss time to complete the task using their dictionaries to help them if necessary.
- Check Ss' answers.

Answer Key

awe (n): amazement

crouched (v): bent

skilled (adj): talented

training (n): preparation by doing exercises

struggled (v): tried very hard

crawled (v): moved forwards on hands and knees

fierce (adj): aggressive

exhaustion (n): tiredness

harsher (adj): more difficult

flew by (v): passed quickly

hardship (n): difficulty

determined (adj): firmly decided

Grammar

7 a) **Aim** To present reported speech

- Direct Ss' attention to the table and read the examples aloud.

- Explain that reported speech is the exact meaning of what somebody said, but not the exact words and we don't use quotation marks. Explain that direct speech is the exact words somebody said in quotation marks.
- Explain that we use *say* and *tell* and sometimes *that* with reported speech.
- Refer Ss to the **Grammar Reference** section for more information.

Suggested Answer Key

Reported speech is the exact meaning of what somebody said, but not the exact words. Direct speech is the exact words somebody said in quotation marks. In reported speech the tenses change as well as personal/possessive pronouns and possessive adjectives. Certain words (e.g. now, yet, yesterday, etc) change according to the meaning.

b) **Aim** To practise reported speech

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

Answer Key

- 1 I thought he said he was a karate teacher.
- 3 I thought she said she had spent a year studying yoga.
- 4 I thought he said he had left a month before.
- 5 I thought you said we'd get up at 5 am.
- 6 I thought you said you were planning to go to the gym later.
- 7 I thought she said she was learning Japanese.

c) **Aim** To practise changing reported speech to direct speech

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

Suggested Answer Key

- 1 Master Jin Long came over and told me that I would learn little by little.
Master Jin Long came over and said, "You will learn little by little."
- 2 After the class, he told me that a key secret to Kung Fu was repetition and that I would improve greatly after a lot of practice.
After the class he said, "A key secret to Kung Fu is repetition. You will improve greatly after a lot of practice."
- 3 The monks constantly told us that we would build character and learn humility through hardship and discipline.
The monks constantly said, "You will build character and learn humility through hardship and discipline."

Speaking & Writing

- 8 **Aim** To act out an interview; to consolidate information in an interview

- Explain the task. Ask Ss to work in pairs and take the roles of a radio presenter and a Shaolin monk and act out an interview.
- Play the recording. Ss listen and follow the text in their books. Then, give Ss time to prepare their questions and answers and complete the task. With weaker classes, help Ss form their questions (See questions in the *Suggested Answer Key*) and write them on the board. Ask Ss to use these questions in their interviews.
- Monitor the activity around the class and then ask various pairs to act out their interviews in front of the class.

Suggested Answer Key

A: Today we have in the studio with us a Shaolin monk from China to tell us all about the training they do at a Shaolin school in the art of kung fu. Welcome!

B: Thank you.

A: So tell us. What's a typical day like?

B: Well, we get up at 5 am, wake the students up at around 5:40 am and take them for a run up the mountain. Then, on the way back down, the students have to crawl on their hands and knees to build up their muscles and then it's back to the academy for more warming up.

A: What skills do the students learn?

B: They learn to do the splits. They learn punches, kicks and tai chi. They also learn to fight blindfolded and break bricks on their bodies as well as to throw themselves through the air and land safely.

A: At what age do the students start training?

B: From as young as five.

A: And what is life like at the school? Is it comfortable?

B: Life isn't simple. The students are here to build character through hardship and discipline. There is no hot water and we have a simple diet of rice and vegetables.

A: Well, thank you for coming in to talk to us today. It's been very interesting.

B: You're welcome.

- 9 **Aim** To develop critical thinking skills

- Explain the task and set a three-minute time limit for Ss to write their sentences.
- Ask various Ss around the class to share their sentences with the rest of the class.

Suggested Answer Key

Joseph developed an inner strength from his time at the Shaolin school and he was determined to work hard and achieve his goals in life. I think he has also learnt to appreciate what he has back home such as hot water and a comfortable bed.

5b The way we learn

Vocabulary

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

- Read the rubric aloud. In one minute, elicit a variety of school/university subjects from Ss around the class. Write them on the board and then ask Ss to copy them into their notebooks.
- Elicit which ones are Ss' favourite subjects.

Suggested Answer Key

Law, Biology, Physics, Sociology, Psychology, Archaeology, Business Studies, History, English Literature, Politics, Computer Science, etc

My favourite subjects are Biology, Physics and Chemistry.

- 2 a) **Aim** To present new vocabulary

Play the recording for Ss to listen and repeat chorally and/or individually. Explain any unknown vocabulary.

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

- Explain the task and play the recording.
- Ss listen and make notes on what each speaker says in answer to the questions in the rubric.
- Check Ss' answers with the class.

Answer Key

Sam – complete an MBA through an application: have access to study material, videos, lectures, panel discussion groups and student advisors, be able to access the material anytime from his own home at the click of a mouse

Brian – take an online course: can log on whenever he wants and study at his own pace, all the resources he needs are at his fingertips, he can email or chat online with a tutor anytime he needs help, doesn't have to pay a fortune for books

Mary – have private lessons: great to study at home, gets one-to-one attention, tutor goes over everything as many times as she likes at her own pace, learning a lot faster than in a traditional classroom situation

Reading

- 3 **Aim** To introduce the topic of the text and listen and read for gist

- Ask Ss to read the first two paragraphs of the text and guess the answers to the questions in the rubric.
- Play the recording. Ss listen and follow the text in their books and find out if they are correct.

Suggested Answer Key

Harvard University is where Salmon Khan graduated from.

Boston is where he lives.

A website is where he posts his video lectures.

Nadia is his cousin.

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

- Ask Ss to read the questions 1-4 and the possible answers.
- Give Ss time to read the text again and choose the correct answers.
- Check Ss' answers around the class. Ss should justify their answers.
- 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

university graduate (n): sb who has been to university and passed a degree course

converted (pp): changed from one thing into another

lecture (n): an educational talk

potential (adj): possible

tutor (v): to give private lessons

admit (v): to confess

virtual (adj): computerised, not real

clip (n): short piece of video/film

at your own pace (phr): at a speed that is comfortable for you

attract attention (phr): to draw attention to sth

quit (v): to give up doing sth

principle (n): rule

scribble (n): sth written or drawn very quickly

crash course (n): a quick series of lessons

motivated (adj): very keen (to succeed in doing sth)

occasional error (phr): a mistake made every now and then

approach (n): a way of doing sth

process (n): a series of actions to achieve a goal

stumble (v): to do sth in an uncontrolled manner

claim (v): to maintain

teaching resource (phr): a tool for teaching

negotiation skills (phr): abilities that help sb to talk about a problem and find a solution

committed (adj): dedicated

BACKGROUND INFORMATION

Harvard University is a private university in Cambridge, Massachusetts, USA. It is the oldest university in America dating back to 1636. Past graduates include eight US Presidents.

Boston is the state capital of Massachusetts, USA. It was founded in 1630 and today has a population of over 7.6 million people. It is famous as a centre of higher education, medicine and biotechnology.

The **Microsoft Corporation** is a multinational company with headquarters in Washington, USA. It develops and manufactures computer products and services. It was founded in 1975 by Bill Gates and Paul Allen and it makes over \$69 billion a year.

b) **Aim** To identify synonyms

- Explain the task and go through the words/phrases in the list and explain/elicite the meanings of any unknown words.
- Give Ss time to complete the task using their dictionaries to help them if necessary.
- Check Ss' answers.

Answer Key

converted: changed

complicated: difficult

potential: possible

errors: mistakes

admitted: confessed

thinking: considering

quit: give up

committed: dedicated

ranging: varying

5 **Aim** To consolidate new vocabulary

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

Answer Key

1 studying

4 chatty

7 audience

2 course

5 researched

3 complicated

6 private

Grammar

6 **Aim** To put sentences in the right order

Answer Key

1 e 2 g 3 d 4 c 5 f 6 h 7 b 8 a

Speaking & Writing

7 **Aim** To act out an interview; to consolidate information in a text

- Explain the task and ask Ss to work in groups of three. Two Ss take the roles of a radio presenter and Salman Khan and act out an interview with four questions and answers based on the text. The third S will report the dialogue.
- Give Ss time to prepare their questions and answers and complete the task. Monitor the activity around the class and then ask a variety of Ss to report the dialogues in their group to the class.

Suggested Answer Key

A: Why did you start making the video lectures?

B: I started tutoring my cousin in Maths, but then other relatives and family friends wanted help so I thought it would be a good idea to make the videos and put them on RuTube. That way I didn't have to explain the same things over and over again.

A: Did your cousin like the videos?

B: Yes. She preferred the virtual me to the real me.

A: How do you make them?

B: I explain the principle of a subject in an informal chatty style and scribble on a digital sketchpad.

A: What do you do when you don't know anything about the subject?

B: I give myself a crash course and research a subject until I can explain it in my own words.

The presenter asked Salman why he had started making the video lectures. Salman said/replied (that) that he had started tutoring his cousin in Maths, but then other relatives and family friends wanted help so he thought it would be a good idea to make the videos and put them on RuTube. That way he didn't have to explain the same things over and over again. The presenter asked (Salman/him) if/whether his cousin had liked the videos. Salman said/replied (that) she preferred the virtual Salman to the real one. The presenter asked (Salman/him) how he made them. Salman said/replied (that) he explained the principle of a subject in an informal chatty style and scribbled on a digital sketchpad. The presenter asked (Salman/him) what he did when he didn't know anything about the subject. Salman said/ replied (that) he gave himself a crash course and researched a subject until he could explain it in his own words.

8 **Aim** To develop critical thinking skills

- Give Ss a three-minute time limit to write down their thoughts in answer to the question in the rubric.
- Ask various Ss around the class to read their answers out to the class.

Suggested Answer Key

I think the Khan Academy can help people a lot with its online videos. Students who have fallen behind at school or who have to miss school because of illness or

another reason can still keep up with their classmates by using them. The only problem is that it isn't available to all people everywhere because people must have access to the Internet. However, if a community doesn't have access to a school, teachers or textbooks and other teaching resources then all they would need would be a computer with Internet access to study school subjects.

5c Culture Corner

1 **Aim** To introduce the topic and read for gist

Elicit what, if anything, Ss know about the Duke of Edinburgh's Award and then give Ss time to read the text and find out about it.

Suggested Answer Key

The Duke of Edinburgh's Award is a youth programme that allows 14-24-year-olds to face challenges and receive a special award from the Duke of Edinburgh.

2 **Aim** To read for specific information

- Give Ss time to read the text again and decide whether the statements are true, false or not stated.
- Check Ss' answers.

Answer Key

- 1 F (aims to help young people aged 14-24)
 - 2 T (started as a small all-boys programme)
 - 3 NS
 - 4 F (activities are organised in four areas)
 - 5 T (young people can pick exactly which activities they want to do in each category)
 - 6 T (employers ... get excited if they see it on a person's CV)
- 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

aim (v): to intend

full potential (phr): everything sb/sth is capable of being/ becoming

extracurricular activity (phr): an educational activity that is done outside of school hours

progress (v): to advance

challenging (adj): difficult

animal rescue centre (phr): a place where injured/lost animals are taken to be looked after

charity shop (n): a second-hand shop where the proceeds go to help worthy causes

parachuting (n): the activity that involves jumping out of a plane wearing a parachute

first aid (n): immediate/basic medical care

expedition (n): a long and difficult trip usually for

scientific purposes

rowing trip (phr): a journey along a body of water in a row boat

pick (v): to choose

ultimately (adv): in the end

royal palace (n): a place where kings and queens live

focused (adj): giving all your attention to sth

disciplined (adj): following the rules and using dedication

BACKGROUND INFORMATION

The **Duke of Edinburgh** is a title currently held by Prince Philip husband to Queen Elizabeth II of the UK. He was born in Greece in 1921. He is the chairman of The Duke of Edinburgh's Award Scheme for people aged 14 to 24 years and a patron of over 800 different organisations.

The **Danube** is a river in Central Europe. It is 2,872 km long and runs through ten countries including Germany, Austria, Hungary and Ukraine.

Katherine Jenkins is a mezzo-soprano singer from Wales. She was born in 1980 and she is well known in opera and musical theatre in the UK and appears regularly on British TV.

3 **Aim** To consolidate new vocabulary

- Explain the task.
- Give Ss time to complete the task, referring back to the text if necessary.
- Check Ss' answers.

Answer Key

1 full	4 easy	7 pick
2 skills	5 rescue	8 gold
3 different	6 charity	9 comes

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

- Read the rubric aloud.
- Play the recording. Ss listen and follow the text in their books.
- Give Ss time to prepare their answers.
- Ask various Ss around the class to share their answers with the rest of the class.

Suggested Answer Key

There are three levels of the award: the bronze, the silver and the gold. Each level is more difficult and challenging than the previous one. Young people can take part in different activities in four different areas: volunteering, physical, skills or expedition. They can pick the activities they want to do in each area. Completing the awards can take from three months to three years.

b) **Aim** To consolidate the topic

- Read the rubric aloud and set a three-minute time limit for Ss to think about the question and prepare their answers.
- Ask various Ss around the class to read their sentences out to the class.

Suggested Answer Key

This award can help young people develop their character and learn life skills. They can learn to care for others through volunteering. They can learn a new skill such as dancing, parachuting, jewellery-making or first aid. They can also learn survival skills and endurance skills from going on an expedition.

5 **Aim** To present an award/youth organisation from your country

- Give Ss time to collect information about a local award/youth organisation and then ask various Ss to present it to the class.
- Alternatively, assign the task as HW and ask Ss to give their presentations in the next lesson.

Suggested Answer Key

'Support for talented youth' is a youth award programme run by the Russian Ministry of Education and Science. It aims to encourage young people to reach their potential and awards money for

outstanding achievements by young people. 5,350 prizes, of up to 60,000 rubles, are awarded across all regions each year. They are presented to two groups. The first awards are given to young people who succeed in international olympiads. The second are given to those who are judged to have made significant achievements in areas such as scientific work, art and sports. It is important for young people to take part in these activities to develop their potential and to help our country develop in the future.

5d Everyday English

1 **Aim** To introduce the topic

Read the questions in the rubric and the example aloud and elicit answers from various Ss around the class.

Suggested Answer Key

I sometimes use the library to borrow books to read at home.

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 match sentences to speakers in a situational dialogue

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

Answer Key

A librarian: Do you know the title of the book and the author? I'll check on the computer for you. I'm afraid it's out right now. Would you like to reserve it? They're due back one week from today.

A student: When will it be back in? Can I take these two books out, please?

3 **Aim** To identify synonymous phrases in a dialogue

- Read out the phrases and give Ss time to find alternative phrases in the dialogue that have a similar meaning.
- Check Ss' answers.

Answer Key

Someone has borrowed that book. – I'm afraid it's out right now.

Would you like me to keep it for you? – Would you like to reserve it?

Here you are. – Here it is. / There you go.

You have to return the books in one week. –

They're due back one week from today.

Let me have a look on my computer. – I'll check on the computer for you.

Pronunciation

4 a) **Aim** To present emphatic stress

- Play the recording with pauses for Ss to listen and repeat chorally and/or individually.
- Elicit which word/syllable is stressed in each sentence.

Answer Key

- a *Sam* came to the library with me yesterday.

b Sam came to the *library* with me yesterday.
- a You *mustn't* talk so *loudly*.

b You *mustn't* talk so loudly.

b) **Aim** To understand how emphatic stress can change the meaning in a sentence

- Read the rubric aloud and play the recording. Ss listen and write which word/syllable is stressed in each sentence each time it is heard and how the meaning is different each time.
- Play the recording as many times as necessary, then check Ss' answers.

Answer Key

- I'd prefer to go to the **library** later.*
*I'd prefer to go to the library **later**.*
The first sentence emphasises the place the person wants to go.
The second sentence emphasises the time the person wants to go there.
- John** lent me this brilliant book.*
*John lent me this brilliant **book**.*
The first sentence emphasises who lent the person the book.
The second sentence emphasises what John lent them.
- The **Maths** test was very difficult.*
*The Maths test was very **difficult**.*
The first sentence emphasises the type of test.
The second sentence emphasises how difficult the test was.

Speaking

5 **Aim** To practise role-playing

- Explain the situation and ask Ss to work in pairs and act out a dialogue using the sentences in Ex. 2a 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: Hi, I wonder if you could help me.
 B: Of course. What's the problem?
 A: I'm looking for a history book.
 B: Do you know the title of the book and the author? I'll check on the computer for you.
 A: It's *Daily Life in Ancient Rome* by Jerome Carcopino.
 B: Alright. Just one moment ... Oh yes. I'm afraid it's out right now. Would you like to reserve it?
 A: Yes, please. That would be great. When will it be back in?
 B: It's due back in two days. Would you like to leave your name and number? I can call you when we have it.
 A: Oh yes, thank you. That would be great. It's Adam Jones and my number is 073466312943. Also, can I take this book out, please?
 B: Certainly. Can I see your library card, please?
 A: Yes, here it is.
 B: OK, there you go. It's due back two weeks from today.
 A: OK. Thank you very much.
 B: You're welcome.

5e Overcoming the odds

Vocabulary

1 **Aim** To present new vocabulary

- Play the recording with pauses for Ss to repeat chorally and/or individually. Explain any unknown words.
- Read out the example and elicit which of the achievements Ss around the class would like to achieve in the future.

Suggested Answer Key

I'd like to invent something to improve people's lives.

Reading

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

- Direct Ss' attention to the picture and the title of the article and elicit Ss' guesses as to what William may have achieved from the list in Ex. 1.
- Play the recording. Ss listen and follow the text in their books and find out.

Answer Key

I think William invented something to improve people's lives.

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

- Ask Ss to look at the questions 1-8 and elicit what the focus of each question is.
- Then give Ss time to read the text again and answer the questions.

- Check Ss' answers and ask them to give reasons for them.

Suggested Answer Key

- The reason William and his sisters used kerosene lamps.
- The reason William left school.
- What William achieved in 8 weeks.
- How Bryan Meeler heard about William.
- The use of the word 'asset' in the text.
- What William is doing now.
- What William's mother does.
- The author's purpose.

- B huddle around ... faint light ... to read and study
- C didn't have enough money to afford the tuition fees
- A two months ... windmill ... supplied enough power to light four small light bulbs ...
- C news ... spread ... blogs and newspaper articles ... heard
- C to his country
- D currently studying for a degree in America
- C mother has no choice but to walk three hours ... every day
- B whole text

- 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

huddle (v): to group tightly together

faint (adj): weak

kerosene lamp (phr): a light that burns kerosene oil

self-taught inventor (phr): sb who invents things by learning how to do it on their own

set one's sights high (phr): to aim for difficult goals

famine (n): extreme hunger

scarce (adj): rare

starvation (n): the state of having little or no food

tuition fees (phr): money required to pay for lessons

drop out (phr v): to stop doing a course of education

truly (adv): really

capture (v): (of imagination) to make sb become very interested in sth

windmill (n): a machine/structure that has sails that are turned by the wind to produce energy

scrap metal (phr): used pieces of iron, steel, etc

ignore (v): to not pay attention to sb/sth

light bulb (n): a glass part of an electric lamp that gives out light when electricity passes through it

have access to (phr): to be able to get/use sth

miracle (n): an amazing event thought to be the work of God

work of God

irrigate (v): to supply sth with water

renewable energy (phr): natural energy source (wind, water, etc)

influential (adj): very important

real asset (phr): sth/sb very useful and helpful
scholarship (n): paid tuition to a school or university

generous (adj): (of an amount) larger than usual

donation (n): sth/money given to charity

due to (prep phr): because of

tinfoil (n): a thin sheet of shiny metal

hands-on method (phr): a way of doing sth that actually involves manual work

shining example (phr): a great role model for other people to copy

b) Aim To identify synonyms

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

Answer Key

aiming: intending

starvation: lack of food

afford: spare

drop out: stop

captured: caught

spread: was made known

currently: at present

shining: bright

BACKGROUND INFORMATION

Masitala is a small village in Malawi, southeast Africa. The capital of Malawi is Lilongwe and the population is around 15 million people. It is one of the world's least developed countries and has problems providing education and health care to its people.

4 Aim To consolidate new vocabulary

- Explain the task and give Ss time to complete it. Ss can look up any unknown words in their dictionaries.
- Check Ss' answers.
- As an extension, ask Ss to make sentences using the other words.

Answer Key

- | | |
|--------------------|-----------|
| 1 dropped, tuition | 5 survive |
| 2 up | 6 supply |
| 3 cover, captured | 7 offered |
| 4 faint | 8 shining |

Suggested Answer Key

- Billy hurt his knee when he tripped over his brother's toy car and fell to the ground. The standard of **teaching** at this school is the best in the country.
- I had to give **away** my concert tickets because I had the flu.

- I can never reach the **top** of the bookcase without a ladder.

The advert for the new leisure centre **caught** my attention.

- The colour of the armchair **faded** because it was sitting in direct sunlight.
- Poverty **remains** a big problem in many countries of the world.
- Solar panels and wind turbines **produce** green energy.
- The university **provided** accommodation for first year students.
- Carey is a **bright** and hardworking student.

Grammar

5 Aim To practise reported speech using special introductory verbs

- Explain the task and go through the list of verbs. Explain/Elicit the meanings of any unknown ones.
- Explain that with different special introductory verbs we can use to-infinitive, the -ing form or a that-clause.
- Explain that we use to-infinitive with *promise* and *offer*, sb + to infinitive with *remind*, -ing with *suggest*, *complain* (to sb of sth), *deny*, *apologise* (for) and that-clause with *explain*, *complain*, *deny*.
- Refer Ss to the **Grammar Reference** section for more information.
- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

- She offered to help me with my essay.
- He suggested my studying for a degree.
- She complained that her history lecturer was very boring.
- Phil denied cheating/having cheated in the exam./ Phil denied that he had cheated in the exam.
- Ann reminded Jane to hand in her essay that day.
- He offered to share his book.
- Bill apologised to her for copying/having copied her work.
- He explained that he was late because he had missed his bus.

Speaking & Writing

6 Aim To consolidate information in a text

- Refer Ss back to the text and give them time to write down four things that impressed them.
- Ask various Ss around the class to read out their sentences to the class.

Suggested Answer Key

I was impressed that William was determined to read and study in order to get a better future.
 I was impressed by William's inventiveness.

Module 5

I was impressed by William's determination to make life better for his whole village.

I was impressed by the fact that his achievements were recognised and he was offered a scholarship to an American university.

7 **Aim** To personalise a topic; to develop critical thinking skills

- Read the rubric aloud and ask Ss to imagine the situation.
- Give Ss time to think about how they might feel if they were William in this situation and write down some sentences.
- Ask various Ss around the class to read their sentences to the rest of the class.

Suggested Answer Key

I hope this works. I think I have done everything right. If this works, it will allow me to study at night. There will be no darkness and hunger in the village anymore. I know people think I'm crazy but I am sure it will work.

5f Taking a gap year

Vocabulary

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

- Play the recording. Ss listen and repeat chorally and/or individually.
- Then go through the list of experiences and elicit which ones give someone the chance to help the environment, help a community or learn a new skill from Ss around the class.

Suggested Answer Key

help the environment: help rehabilitate injured animals, help conserve coral reefs in Fiji

help a community: coach football at a school in Zambia, help build an orphanage in China

learn (a) new skill(s): work as a beekeeper, study opera in Italy, drive sled dogs in Siberia, learn to be a cowboy/ cowgirl on a ranch, do a massage course in Thailand

b) **Aim** To match new vocabulary to pictures

Elicit which experiences are shown in the pictures A-C from Ss around the class.

Answer Key

- A learn to be a cowboy/cowgirl on a ranch
B coach football at a school in Zambia
C study opera in Italy

Reading

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

- Direct Ss' attention to the pictures and the first sentence in each text.
- Elicit Ss' guesses as to what each person's experience involved.
- Play the recording. Ss listen and follow the text in their books and find out.

Suggested Answer Key

I think Chelsea's experience involved riding a horse.

I think Paul's experience involved teaching children sports.

I think Olivia's experience involved singing in a concert hall.

3 **Aim** To read for lexical cohesion and coherence

- Give Ss time to read through the text and complete the task.
- Check Ss' answers on the board.

Answer Key

- | | |
|---------------|----------------|
| 1 decision | 6 neighbouring |
| 2 freedom | 7 excitedly |
| 3 challenging | 8 difficulties |
| 4 incredibly | 9 reality |
| 5 needy | 10 essential |

- 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

Master's (n): a postgraduate qualification

sheep station (phr): a farm for sheep in Australia

outback (n): the wide open spaces in the countryside in Australia

groom (v): to brush the coat of an animal

stable (n): a place where horses are kept

sheep shearing (phr): cutting the wool off a sheep

shearing shed (phr): a place where the wool is taken off sheep

mend (v): to repair

lassoing (n): the action of taking a rope with a loop in it and throwing it around an animal

whip cracking (phr): the action of making a long thin piece of leather or rope with a handle make a loud noise

toast (v): to make sth brown over a fire

marshmallow (n): a soft sugary sweet

starry sky (phr): sky full of stars

requirement (n): necessity

work-based (adj): related to employment

coach (v): to train

resources (pl n): money, equipment, property, etc available to be used

rolled up (adj): having folded the ends of sth several times around itself

sticky tape (n): adhesive fastening

football pitch (n): a marked out area for playing football

practice (n): a period of time spent training for a sport

eager (adj): keen

average wage (phr): the normal amount sb gets paid for a job

session (n): a period of time

clap (v): to hit one's hands together to show appreciation for sth

kit (n): the clothes and equipment needed for a sport

beat (v): to hit repeatedly

poisonous (adj): toxic

step back (phr v): to think about a situation as if you were not involved

grand (adj): impressive

fall in love with (phr): to like a lot

voice coaching lesson (phr): a period of time spent with a teacher learning how to use your voice

rehearsal (n): a practice session

breathing control (phr): purposefully changing how you take air in and out of your lungs

BACKGROUND INFORMATION

A **jillaroo** is a young woman (male = jackaroo) who works on a sheep or cattle station in Australia and learns how to perform all the different jobs the work involves.

Zambia is a country in southern Africa. It has a population of 13 million people. It is a former British colony and the official language is English. It declared independence in 1964. The capital city is **Lusaka** which has a population of 1.7 million people.

4 **Aim** To practise new vocabulary

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

Answer Key

- | | |
|--------------------|---------------------|
| 1 <i>poisonous</i> | 4 <i>rehearsals</i> |
| 2 <i>outback</i> | 5 <i>falling</i> |
| 3 <i>Grooming</i> | 6 <i>sessions</i> |

Grammar

5 **Aim** To present time clauses

- Explain that time clauses are introduced with time conjunctions (*when, as soon as, by the time, while, after, etc.*).
- Explain that time clauses usually go with a main clause and that if the time clause comes before the main clause, we use a comma to separate the two clauses.

- Explain that there is a sequence of tenses in time clauses. When the verb of the main clause is in the present or future, the verb of the time clause is in the present. When the verb of the main clause is in the past, the verb of the time clause is in the past, too. Also, we use the present simple or the present perfect to talk about the future in a time clause.
- Refer Ss to the **Grammar Reference** section for more information.
- Ask Ss to read the examples 1-3. Read the rubric aloud and elicit answers to the questions from Ss around the class.

Answer Key

'When' in example 3 is not a time word, it is a question word.

Example 2 refers to the present/future.

We use the present tense after a time word when the sentence refers to the future.

We use commas to separate the main clause from the time clause when the time clause comes first.

6 **Aim** To practise time clauses

- Explain the task.
- Give Ss time to complete the task referring to the **Grammar Reference** section if necessary.
- Check Ss' answers.

Answer Key

- She spoke Italian well by the time she left Italy.*
- As soon as he arrived in Zambia, he met the students at the school.*
- When I see you, I'll show you my photos.*
- Chelsea saddled her horse after she (had) groomed it.*
- They didn't stop playing football until started raining.*

7 **Aim** To practise time clauses using personal examples

- Read the rubric and the example aloud and give Ss time to prepare their answers using the time words/phrases.
- Ask various Ss around the class to share their answers with the rest of the class.

Suggested Answer Key

As soon as I finish school, I'll get a job./ I'll get a job as soon as I finish school.

By the time I'm 25, I'll have my own business./ I'll have my own business by the time I'm 25.

After I finish college, I'll go travelling./ I'll go travelling after I finish college.

I won't stop studying until I pass my degree./ Until I pass my degree, I won't stop studying.

Speaking & Writing

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

- Ask Ss to work in pairs, choose one of the texts and relate their experience as the person in the text to their partners.
- Monitor the activity around the class and then ask some pairs to tell the class.

Suggested Answer Key

My gap year experience was amazing. I spent eight months on an isolated sheep station in the outback of Australia. I was a 'jillaroo' and I had to groom horses, clean out the stables and help with the sheep shearing. It was really hard work. The shearers were brilliant and really fast. I learnt a lot about looking after horses and sheep, mending fences, lassoing and whip cracking, too. I got to relax in the evenings by toasting marshmallows over a campfire and playing my guitar and singing songs. The sky was the starriest I'd ever seen. I had a fantastic time and I really miss riding in the Australian outback.

I had to do a work-based learning project as a requirement for my degree so I decided to volunteer in a small village in Zambia not far from the capital Lusaka. When I arrived at the school, I was amazed to see the children using rolled up plastic bags held together with sticky tape to play football. We marked out a football pitch in a clearing in the woods and made our own goalposts and our first practice session was a great success with 75 kids. The kids were so happy to play, it made me step back and think about what's important in life.

I interrupted my Music degree to take a year off and visit Italy to get a taste of opera. I lived with an Italian family and had language lessons every morning. In the afternoons, I had private voice coaching lessons, rehearsals and pilates classes to develop my muscles for better breathing control. The highlight of my stay was performing opera at an open-air concert in a beautiful piazza. When I finish my degree, I hope to return to Italy and continue studying opera.

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

- Explain the task and give Ss a five-minute time limit to prepare their answers to the question in the rubric.
- Ask various Ss to read their sentences out to the class.

Suggested Answer Key

I think Chelsea learnt the value of hard work as well as plenty of new skills such as looking after horses and mending fences.

I think Paul learnt to appreciate the simple things in life. I think Olivia learnt that it is important to understand the meanings of the words when you are singing in a foreign language because it takes her performance to a different level.

9 **Aim** To personalise the topic

Ask various Ss around the class to answer the question in the rubric and give reasons in front of the rest of the class.

Suggested Answer Key

I would choose to work on a sheep station in the Australian outback. I think it would be a unique experience as I love animals and the outdoors.

I would choose to coach football to children in Zambia because I enjoy sports and I think it would be worthwhile to volunteer in a needy part of the world. I think it would also help me to appreciate the simple things in life.

I would choose to study opera in the Italian countryside. I think it would be a great cultural experience to stay with an Italian family and learn the language to better understand the music.

5g Skills

Vocabulary

1 **Aim** To present new vocabulary

- Direct Ss' attention to the word lists under the vocabulary categories.
- Explain/Elicit the meanings of any unknown words and then give Ss time to complete the lists.
- Ask Ss to add any other words they can think of for any category and check their answers with their partner.

Answer Key

Types of institutions: online university, vocational college (technical college)

Buildings & facilities: lecture theatre, classroom, hall of residence, gym, canteen (auditorium, cafeteria)

Subjects: Media Studies, Modern Languages, Philosophy, Medicine (Law, Physics)

Types of learning: lecture (apprenticeship)

People: librarian, professor, tutor, head of department (secretary, lab technician)

Speaking

2 a) **Aim** To describe pictures

- Ask Ss to look at the pictures and then describe them in pairs. Ask Ss to describe the photos in as much detail as possible.
- Monitor the activity around the class and then ask some Ss to describe a picture to the class.

Suggested Answer Key

In picture A, there are two teenage students sitting at a table. The girl on the left is wearing a blue

T-shirt and using a laptop. The boy on the right is wearing a long-sleeved light blue jumper and is looking in a textbook. They may be researching the same topic together or working on a project together. They could be in a library.

In picture B, there are two older students and a teacher. The woman on the right is wearing a white jumper and is using a computer. The teacher is looking at the screen over her shoulder. He is wearing a white shirt and a dark blue tank top. There is a man on the left who is also looking at the woman's screen. He's got a dark complexion. He's got a moustache and is wearing a striped shirt. All of them may be in a classroom learning practical computer skills.

b) **Aim** To listen for gist

- Play the recording. Ss listen and then discuss the question in the rubric.
- Elicit answers from Ss around the class.

Suggested Answer Key

I think studying with another student outside the classroom such as when working on a project is effective. It teaches students to cooperate and solve problems as a team.

I think learning in a classroom with a teacher/tutor is effective because the teacher is on hand to answer any questions you may have. Also, the teacher can demonstrate a practical exercise while you watch.

3 a) **Aim** To describe pictures

- Ask Ss to look at the pictures and then describe them in pairs.
- Monitor the activity around the class and then ask some Ss to describe a picture to the class.

Suggested Answer Key

In picture C, there is a lecturer giving a lecture in a lecture hall full of students. He is standing at a podium and there is a microphone in front of him. It must be a university.

In picture D, there is a student sitting at a desk in front of a computer looking at the screen. There are lots of books open in front of him. He may be taking an online course.

b) **Aim** To compare two pictures

- Read the **Study skills** box aloud and explain the task.
- Go through the prompts and the useful language.
- Ask Ss to compare the pictures and answer the question in the rubric.
- Ask various Ss to share their answers with the class.

Suggested Answer Key

Both pictures show students learning in different

situations. In picture C, there is a lecturer giving a lecture in a lecture hall full of students, whereas in picture D, there is a student sitting at a desk in front of a computer on his own. The students in picture C seem to be in a university although in picture D the student may be at home or at a library. The students are learning together in picture C while the student in picture D is learning alone. I'd say the students in picture C are being presented with all the relevant information whereas the student in picture D may be having more difficulty finding the relevant information because there are lots of books open in front of him. Both the pictures show a different method of learning.

The advantages of lectures are that students are given an overview of the main themes and guidance on how to research further. The lecturer gives students a reading list of relevant material and raises questions to develop students' thinking. The disadvantages are that lectures are passive and not interactive and they can sometimes be boring.

The advantages of online learning are that it is easy to access and convenient. Students can study whenever they want and for as long as they want. The disadvantages are that online learning isolates students and it requires computer skills.

4 **Aim** To personalise the topic

- Ask Ss to discuss the question in the rubric with their partner and give reasons.
- Ask various Ss around the class to share their opinion with the rest of the class.

Suggested Answer Key

I think classroom learning is the most enjoyable because the teacher tells you everything you need to know and you can discuss things with the teacher and your classmates. If you have a problem with your homework you can call a classmate and talk about it. I think online learning or studying on your own can make you feel isolated. On the other hand, I think lectures are very difficult because there is so much extra reading to do.

Listening

5 **Aim** To listen for key information

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

Suggested Answer Key

A 2 *(it took me some time to settle in to university life, I didn't make many friends at the beginning)*

B 5 *(I get all the excitement of university and all the comforts of home)*

C 6 *(doing more housework and other jobs at the weekends so that I can study more during the week)*

- D 4 (I wasn't really prepared for university, it was quite a shock to me)
 E 1 (eventually I decided it would be best for me to do something totally different)

5^h Curricular: PSHE

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

- Read the title of the text aloud and ask Ss to read the introduction and the headings in Ex. 2 and elicit their guesses as to how we can improve our memory.
- Give Ss time to read the whole text and find out.

Suggested Answer Key

We can use a number of techniques to improve our memory such as chunking information, thinking in pictures, word association, using location, etc.

2 **Aim** To read for gist

- Go through headings A-F with Ss and explain/ elicit any unknown words.
- Allow Ss time to complete the task and then check Ss' answers.

Answer Key

- F (try breaking down smaller pieces of information ... into chunks)
 - E (try thinking in images)
 - B (the next time you need to remember ... why not try coming up with your own silly rhyme, song or poem)
 - A (when you want to recall the items, take an imaginary walk around the room)
 - C (repeat them a few times, then come back)
- 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

retain (v): to keep

recall (v): to remember

let (sb) down (phr v): to fail to do what is expected

keep in top form (phr): to be in perfect condition

chunk (n): a piece

break down (phr v): to divide sth into smaller parts

string of information (phr): related pieces of knowledge/ facts

erupt (v): to explode

personal connection (phr): sth linked to sb in a meaningful way

bark (v): (of a dog) to make a loud noise

snarl (v): (of an animal) to show one's teeth and make a low growl

weird (adj): strange, unusual

mnemonics (n): short poems or sentences that help you remember sth

tricky (adj): awkward; difficult

rhyme (n): a short poem that has lines ending with the same last sound

visualisation (n): the creation of a mental picture

mentally (adv): in one's mind

effectively (adv): in a way that has the desired effect

space out (phr v): to break up sth in smaller pieces/parts

cram (for) (v): to study hard in a short space of time

take a break (phr): to stop doing sth for a short time

burn into your memory (phr): to store sth in your memory

long-term memory (n): the part of the memory that remembers things from the past

boost (n): an action that helps sth to increase, improve or become more successful

BACKGROUND INFORMATION

Vesuvius is a volcano near Naples in Italy. It is famous for its eruption in 79 AD, which buried the ancient Roman city of **Pompeii** under 6 metres of ash and destroyed it completely. Pompeii was completely forgotten until it was accidentally rediscovered in 1749. It is now a UNESCO World Heritage site.

Alice in Wonderland (Alice's Adventures in Wonderland) is a famous and popular children's book by Lewis Carroll. It was written in 1865 and is about a girl who falls down a rabbit hole into a strange dream-like world. It has been adapted many times for the cinema and television.

The **Romans** refers to Ancient Rome during the period from 800 BC to 1453 AD when it was a great civilisation with a huge empire that covered most of Europe. It was a very important period in history and its culture, architecture, famous figures and politics are still remembered today.

3 **Aim** To consolidate new vocabulary

- Give Ss time to look back through the text and find all the phrasal verbs. Check Ss' answers on the board.
- Give Ss time to write sentences using the phrasal verbs.
- Check Ss' answers around the class.

Answer Key

let (sb) down, breaking down, falling down, coming up with, space out, come back

Suggested Answer Key

*My mum and dad never **let me down**.*

*When you're studying for a test you should **break down** the information into the key points.*

*Tom **fell down** the stairs yesterday.*

*I **came up with** a great idea for a present for Tina.*

*Mum planted some flowers in the garden and **spaced** them **out** evenly.*

*Have a break from studying and then **come back** to it later.*

4 **Aim** To consolidate new vocabulary

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

Answer Key

- | | |
|------------|------------|
| 1 Remind | 3 Memorise |
| 2 Remember | 4 recall |

5 a) **Aim** To give a summary of a text

- Play the recording. Ss listen and follow the text in their books.
- Give Ss time to paraphrase the information in the text and then ask various Ss to tell the class about the brain training techniques and which one they think would work best for them.

Suggested Answer Key

We can train our brains to remember things by using various techniques. Breaking down information into small chunks makes it easier to remember. We can make personal connections by associating something meaningful with each chunk. We can associate pictures with names or pieces of information to help us remember them. Using word association or mnemonics can help us remember a list of things by making up a silly rhyme. This technique works best for me. Also, we could use a technique called 'loci' which uses the imagination to place things we need to remember in a room in our house. We simply walk around the imaginary room and remember the items we placed there. The best way to remember things is to space out our learning so we don't overload our brains. Finally, staying healthy will give us the best chance of having a good memory.

b) **Aim** To research and present other memory techniques

- Divide the class into small groups.
- Explain the task and direct Ss to the Internet, encyclopaedias or other reference sources to collect more information about memory techniques.
- Ask various groups of Ss to present their information to the class.

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

Suggested Answer Key

You should tell yourself that you have a good memory and that it will improve. The power of positive thinking is very helpful. You should also get organised. If you have a place for everything and put everything in its place, then you are less likely to misplace things or forget where you put them. When you are trying to remember something, breathe slowly and deeply. This will help your brain switch to theta waves, which aid memory and help you learn new information as well as make you feel more relaxed. Improving your observation and concentration skills will also improve your memory because when you actively concentrate and take in all the information around you, the brain can organise and store it well. Finally, reduce the stress in your life because this can interfere with memory.

5i Writing

1 **Aim** To analyse a rubric

- Read the **Writing Tips** aloud and introduce the type of writing, the content, layout and useful language.
- Give Ss time to read the rubric and answer the questions.
- Check Ss' answers.

Answer Key

- 1 a for-and-against essay
- 2 a formal, impersonal style
- 3 **advantages:** 1, 3, 5, 7, 8
disadvantages: 2, 4, 6

2 **Aim** To identify writing techniques in a model essay

Give Ss time to read the essay and then elicit answers to the question in the rubric.

Answer Key

The writer has addressed the reader directly to start the essay and has used a quotation to end the essay.

BACKGROUND INFORMATION

Saint Augustine was a Roman bishop who lived in Africa over 1600 years ago. He was a philosopher and a theologian whose writings helped to develop Christianity in the West.

3 **Aim** To analyse a model essay for structure and content

Read the rubric aloud and give Ss time to read the model again and answer the questions.

Answer Key

Paragraph 1: presents the topic; paragraphs 2-4 give an argument for, and an argument against each; paragraph 5: gives the writer's opinion.

4 **Aim** To practise and substitute linkers

- Go through the linkers in the box.
- Explain the task and give Ss time to choose the correct linkers in sentences 1-3.
- Check Ss' answers.

Answer Key

1 To begin with, For example

2 Some people feel that, because

3 In contrast, For instance

- Give Ss time to replace the linkers in bold in the text with suitable alternatives.
- Check Ss' answers around the class.

Suggested Answer Key

Certainly – Without a doubt

To begin with – Firstly

Consequently – As a result

However – In contrast

On the other hand – Nevertheless

though – Although (when they return home ...)

As a result – Therefore

In conclusion – All in all

5 **Aim** To organise sentences into a cohesive paragraph

- Explain the task and give Ss time to complete it.
- Check Ss' answers around the class.
- Elicit which the topic sentence is and then elicit suitable alternatives from Ss around the class.

Answer Key

A 5 B 3 C 2 D 1 E 4

Sentence D is the topic sentence.

Suggested Answer Key

Certainly there are many arguments in favour of making PE a compulsory subject in schools.

6 **Aim** To prepare for a writing task

- Give Ss time to read the rubric, paying attention to the key words, and answer the questions.
- Check Ss' answers.

Suggested Answer Key

Key words: Should all teaching and learning take place online these days? for-and-against essay, pros and cons

- 1 I have to write a for-and-against essay. Students who read the website will read it.
- 2 Paragraph 1 will present the topic, paragraphs 2-4 will present an argument for and an argument against the issue, and paragraph 5 will present my opinion.
- 3 I could begin with a rhetorical question and I could end by addressing the reader directly.
- 4 A 3 (for) B 2 (against) C 1 (for)
- 5 To start with, online learning requires computer hardware and an Internet connection which can be expensive. Therefore, students from an underprivileged background would not be able to afford to buy the equipment. Moreover, online learning requires computer skills which many students may not have and may not have the opportunity to learn. This would put them at a great disadvantage.

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

- Direct Ss' attention to the plan and give them time to complete the task using their answers from Ex. 6.
- Check Ss' answers.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

How would you like to have all your lessons online instead of going to school? Many school subjects already have a high ICT content these days. However, is it a sensible proposal to conduct all lessons online and what are the drawbacks?

Some people feel that there are advantages to online learning. Firstly, it is more convenient than traditional classrooms. For example, there are no fixed hours and students can log on and off whenever they want. On the other hand, online teaching can be cold and impersonal. A computer cannot replace the face-to-face communication between a teacher and a class.

Another point in favour of online learning is that students can participate in lessons from anywhere in the world. As a result, students living in remote areas can still have access to an education. However, online learning requires computer hardware and an Internet connection, which can be expensive. Therefore, some students might not be able to afford the equipment.

Moreover, online learning is considered a fun, modern way to learn. Since today's students are computer-savvy and spend much time online, this way of learning is

appealing to them. Nevertheless, many students do not have the computer skills required. Consequently, they are at a major disadvantage.

Overall, I believe that online learning has many drawbacks, as we need to interact with teachers and classmates to learn properly. As Benjamin Franklin said, "Tell me and I forget. Teach me and I remember. Involve me and I learn."

Focus on RNE 5

1 **Aim** To read for specific information

- Ask Ss to read the questions, paying particular attention to key words.
- Give Ss time to read the text and decide whether the statements are true, false or not stated.
- Check Ss' answers around the class, asking for justifications.

Answer Key

- 1 1 (born ... into a merchant family, broke with tradition and left India to study Law)
- 2 1 (discrimination against Indian immigrants in South Africa)
- 3 3
- 4 2 (Ghandi felt that India could never truly be free as long as it remained under British rule)
- 5 3
- 6 3
- 7 1 (there remained fierce tension between different religious groups in the country)
- 8 2 (he always wore the clothes of an Indian villager, while the politicians around him dressed in formal suits)

2 **Aim** To listen for specific information

- Play the recording twice.
- Ss listen and complete the task.
- Check Ss' answers. Ask Ss to justify their answers.

Answer Key

- 1 1 (I wanted to get some work experience)
- 2 2 (I decided to fund myself by working)
- 3 2 (was it easy to find something?, reasonably)
- 4 1 (it was a dream come true)
- 5 1 (the accommodation was quite basic and there wasn't much privacy)
- 6 3 (a lot of teamwork skills, in particular)

3 **Aim** To read for grammatical cohesion and coherence

- Read the rubric aloud and explain the task to Ss.

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

Answer Key

- | | |
|------------------|---------------|
| 1 would you like | 6 are held |
| 2 taught | 7 have been |
| 3 opens | 8 created |
| 4 our | 9 not to take |
| 5 including | |

4 **Aim** To practise word formation

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

Answer Key

- | | |
|----------------|-----------------|
| 1 instructors | 4 traumatic |
| 2 appreciative | 5 ensure |
| 3 surprisingly | 6 uncomfortable |

5 **Aim** To write an informal letter

- Go through the **Writing Tips** box with Ss and explain that they can use these points as a checklist when proofreading their work.
- Allow Ss 30 minutes to complete the task and collect their work in order to assess it and return it.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

Dear Jerome,

It was great to hear from you. I'm happy you like your Spanish lessons.

I'm actually studying Italian at the moment! I started lessons two weeks ago because my family and I are going to Italy this summer and I'd like to know the language. I'm taking classes at a language centre near my house. I think being in a classroom is a better way to study and learn a language, as you have other students to practise with. I imagine a one-on-one session with a home tutor would be boring after a while! If I had the chance, I'd go to Paris for two years to study French. I love the French language and culture and living in France for two years would give me plenty of time to study both.

Well, that's all my news! Write back soon.

Cheers,

David

6 **Aim** To speak at length

- Explain the task to Ss and give them 1.5 minutes to prepare their talk.
- Remind Ss that they have to talk for about 2 minutes, but not longer.
- Ask various Ss around the class to present their talk.

Suggested Answer Key

People study foreign languages for a variety of reasons. Some do it because they need a foreign language at work, for example business owners dealing with international clients. Other people study foreign languages simply because they enjoy learning about the language and culture of a different nation.

Today, young people have a greater need to learn foreign languages. Many young people choose to study abroad so they need to know the language of the country where they are studying. Also, young people today travel more than they did in the past. This means they need languages to make communication with locals more effective when they travel. Another reason why young people today are more interested in learning foreign languages is their exposure to the Internet and the social media. Youth today form international forums online and, through the social media, they come in contact with people from all over the world. Knowing foreign languages makes communication with people from other countries easier.

Two years ago, I was on a family trip to Barcelona. At some point, I got separated from my family and couldn't find my way back to our hotel. Luckily, I had studied some basic Spanish before going on the trip. That, along with my knowledge of English, helped me ask some local people for directions back to the hotel. My knowledge of foreign languages certainly came in handy at that time!

Language in Use 5

1 **Aim** To present and practise phrasal verbs

- Go through the list of phrasal verbs and their definitions and elicit an example for each one from various Ss around the class using their dictionaries to help them if necessary.
- Give Ss time to complete the task and then check Ss' answers.

Answer Key

- | | | |
|------|----------|--------|
| 1 at | 3 out | 5 away |
| 2 up | 4 around | |

2 **Aim** To practise prepositional phrases

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

Answer Key

- | | | |
|--------|------|------|
| 1 of | 3 in | 5 to |
| 2 with | 4 of | 6 to |

3 **Aim** To consolidate words which are often confused

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

Answer Key

- | | | |
|---------------|----------|-----------|
| 1 took | 3 work | 5 shining |
| 2 opportunity | 4 sights | |

4 **Aim** To form abstract nouns

- Read the theory box and the examples aloud and then explain the task.
- Give Ss time to complete the task and then check Ss' answers.

Answer Key

- | | |
|---------------|------------------|
| 1 childhood | 4 neighbourhood |
| 2 scholarship | 5 apprenticeship |
| 3 friendship | |

5 **Aim** To revise vocabulary learnt in the module

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

Answer Key

- | | | |
|---------------|--------------|---------------|
| 1 negotiation | 5 activities | 9 financial |
| 2 university | 6 inner | 10 full |
| 3 fees | 7 art | 11 hall |
| 4 energy | 8 course | 12 occasional |

Quiz

Aim To consolidate information in the module

- Give Ss time to complete the quiz looking back through the module if necessary.
- Check Ss' answers.

Answer Key

- T
- F He runs a free educational website.
- F William Kamkwamba
- T
- F young people 14-24
- F free
- F to his village Masitala
- T
- F cowgirls
- T

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

Suggested Answer Key

- Shaolin monks come from Thailand. (F – China)

- 2 *Salman Khan graduated from Boston University. (F – Harvard)*
- 3 *Katherine Jenkins is an opera singer. (T)*
- 4 *Bryan Mealer is an American journalist. (T)*
- 5 *20% of people have access to electricity in Malawi. (F – 2%)*
- 6 *William Kankwamba invented a type of lamp. (F – a type of windmill to produce electricity)*
- 7 *The capital of Zambia is Lusaka. (T)*
- 8 *The average monthly wage in Zambia is \$75. (F – \$40)*
- 9 *Pilates can help you sing better. (F – breathing control)*
- 10 *Loci is a visualisation technique. (T)*

Russia 5

Reading & Listening

- 1 **Aim** To introduce the topic and listen and read to verify information

- Draw Ss' attention to the title of the text.
- Elicit what Ss know about Yuri Rozum foundation.

Answer Key

The Yuri Rozum foundation is a foundation that awards scholarships to children who wish to study music.

- Play the recording.
- Ss listen and find out if their guesses were correct.

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

- Give Ss time to read the text again and decide if the statements are true, false or not stated.
- Check Ss' answers and ask for justifications.

Answer Key

- 1 NS
- 2 F (from the ages of 7 to 17)
- 3 T (Children are invited to come and perform before a jury of judges)
- 4 F (they can spend this money to buy instruments, pay school fees or private lessons and for travel and living expenses)
- 5 T (the main fund-raising events are concerts)

- 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

gifted (adj): talented

composer (n): a person who writes music

preserve (v): to maintain

follow in sb's footsteps (phr): to act like; to take after

forefather (n): an ancestor

invest (v): to use, give, or devote (time, talent, money etc.), as for a purpose

award (v): to give a prize or other reward to someone who has achieved something

fee (n): a fixed charge for professional services

jury (n): a committee appointed to judge a competition

worthy (adj): eligible of being chosen

financial support (phr): money given to support a person or a cause

expenses (pl n): money needed for individual purchases

review (v): to evaluate

scholarship (n): financial aid provided to a student on the basis of academic merit

fund-raising (adj): collecting money for a cause or project

foundation (n): an institution, an organisation

- 3 **Aim** To identify synonyms

- Read the words in the list and explain/elicite any unknown words.
- Ask Ss to read the text again and find the synonyms of the words in the list.
- Allow Ss some time to complete the task.
- Check Ss' answers.

Suggested Answer Key

- | | |
|------------|---------------|
| 1 worthy | 4 select |
| 2 afford | 5 skill |
| 3 preserve | 6 opportunity |

- 4 **Aim** To consolidate information in a text and present a summary

- Read the rubric aloud and explain the task.
- Ask Ss to read the text and make notes of the key information. Then, Ss use their notes to write their summaries.
- Ask Ss to try to use their own words as much as possible.
- Give Ss time to prepare their answers.
- Ask various Ss to tell the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

Russia has produced many great musicians in the past. The Yuri Rozum International Charity Foundation was created in 2005 to make sure that the country will have many great artists in the future too. It gives money to children who have musical ability but whose parents do not have money to help them become musicians. Children perform in contests once a year. If the judges think they are good enough they are given money for one year to spend on lessons or whatever else they need.

The charity raises money by holding concerts each year, where the children who were awarded money the previous year perform.

5 **Aim** To develop research skills

- Read the rubric aloud and explain the task.
- Ask Ss to collect information from the Internet, reference books or other sources.
- Allow Ss some time to prepare their texts.
- Ask various Ss to present their texts to the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

The foundation was born when an art school that Yuri Rozum was already involved with asked him if it could be named after him. The foundation still helps the school, along with its awards of money to those young musicians all over Russia who need its help.

The Yuri Rozum Foundation also helps the federal government with a programme that identifies the best music and art schools in different regions. It coordinates activities to raise money from business. This money is used to buy prizes to be given in this competition. It also travels with the competition to make people more aware of the foundation's work.

Getting to know you

Topic

In this module Ss will explore the topics of appearance & character, self-expression, negative personality types, body language, communication mistakes and communication in nature.

Modular page

107

Lesson Objectives: Overview of the module, to describe people

Vocabulary: Appearance (*early/mid/late teens/thirties/sixties, curly/straight/wavy hair, ponytail, shaven head, casually/smartly dressed, pale/dark-skinned, tanned complexion, bushy/thin/plucked eyebrows, rosy/chubby cheeks, square/oval/round face, goatee/full beard*); Character (*kind-hearted, ambitious, fun-loving, introverted, efficient, trustworthy, moody, rude, eager, shy, caring, outgoing, ill-tempered, organised, reliable, impolite*)

6a Changes

108-109

Lesson Objectives: To predict the content of a text, to read for specific information, to learn the causative, to speculate & make assumptions, to summarise a text, to give your opinion on sb's view on self-expression

Vocabulary: Changing one's appearance (*have a facelift, get hair highlighted, shave head, grow a beard, have a tattoo, have ears pierced, pluck eyebrows, lose weight*); Verbs (*adjust, enhance, tease, bully, boost*); Adjectives (*muscular, frizzy, convinced, rejected, unflattering, inadequate*); Nouns (*spot, puberty, puppy fat, acne*); Phrase (*flawless complexion*)

6b Negative personality types 110-111

Lesson Objectives: To predict the content of a text, to read for specific gist, to learn clauses of purpose, result, reason and manner, to talk and write about how to deal with different personality types

Vocabulary: Types of people (*gossip, bully, whinger, killjoy, snob, troublemaker, scatterbrain, know-it-all, chatterbox, bighead, drama queen, party animal, nosy parker, bossy boots, steamroller*); Verbs (*exaggerate, contribute, intimidate, admit, dominate, drag, dismiss, moan, handle, interrupt*); Phrasal verbs (*die down, back down*); Nouns (*process, issue, downside, triumph, tragedy*); Adjectives (*harmless, direct, hostile, aggressive, assertive, neutral, trivial, bizarre, life-threatening*); Adverb (*firmly*); Phrases (*take delight in, without a second thought, couldn't care less, take an interest*)

6c Culture Corner

112

Lesson Objectives: To predict the content of a text, to read for lexical correctness & coherence, to give a presentation on a traditional dance or ceremony

Vocabulary: Verbs (*originate, slap, switch*); Nouns (*chant, war cry, supporter, opponent, tribe, weapon, engraving, pit, enemy, triumph*); Adjective (*native*); Phrases (*stick out your tongue, stamp your feet, go into battle, grass skirt*)

6d Everyday English

113

Lesson Objectives: Rearranging an appointment, expressing sympathy

Vocabulary: Sentences (*I'm calling to see if I can rearrange my dance lesson., I'm sorry to hear that., What time was your lesson supposed to be?, When would you like to rearrange it for?, I'm afraid that time isn't available., Could you make it on Saturday the 11th at 10 am?*)

6e Body talk

114-115

Lesson Objectives: To listen and read for specific information, to read for specific information, to learn body idioms, to talk and write about body language

Vocabulary: Body language (*scratch your head, raise your eyebrows, wrinkle your nose, show your teeth, look right & bite your nails, cover your mouth, frown, open your eyes & mouth wide*); Verbs (*rub, hire, distinguish (between), conceal, overcompensate, convince, stall, mirror, flash (across), droop, spot*); Nouns (*lie detector, human nature, fibber, discomfort, barrier, twitch, eyelid, instinct*); Adjectives (*truthful, awkward, suspicious, tricky, itchy*); Adverbs (*confidently, intensely, instinctively*); Phrases (*forensic psychologist, subconscious signal, spin a yarn, eye contact, telltale sign, muscle spasm*); Idiom (*pull the wool over sb's eyes*)

6f Animal talk

116-117

Lesson Objectives: To read for specific information, to learn inversion, to practise key word transformations, to summarise a text

Vocabulary: Collective nouns for animals (*pack, pod, colony, shoal, swarm, pride, herd, flock, litter*); Verbs (*mimic, delight, adapt*); Nouns (*pod, scar, flipper, wound, encounter, vocal chord, whistle, seaweed, impact*); Phrases (*evolved brain, remarkably skilled, resolve conflicts, aquatic mammal, high-frequency sound, make contact with, distant galaxy, training ground*)

Module 6

6g Skills

118

Lesson Objectives: To listen for specific information, to criticise and respond

Vocabulary: Communication mistakes (*not allow the other person to speak, be argumentative and aggressive, put your foot in it, interrupt the speaker, not make eye contact, talk down to someone, not pay attention, talk too fast, get tongue-tied, have negative body language (e.g. scratch, fidget, crack your knuckles), insist on your own way, talk too loudly*)

6h Curricular: Science

119

Lesson Objectives: To listen for gist, to read for specific information, to give a presentation on animal communication

Vocabulary: Verbs (*invade, signal*); Phrasal verb (*pass on*); Nouns (*affection, hive, caterpillar, wasp, fungi, gland, alarm, enemy, antennae, sac, nervous system, pattern, texture, prey, predator*); Adjective (*tail-wagging*); Phrases (*release chemicals, military campaign, pile of crumbs*)

6i Writing

120-121

Lesson Objectives: To write a letter describing a person, how to make a description interesting

Focus on RNE 6

122-124

Lesson Objectives: To read for gist, to read for specific information, to read for grammatical cohesion and coherence, to practise word formation, to listen for gist, to write an informal letter, to practise answering survey questions

Language in Use 6

125

Lesson Objectives: To present/practise phrasal verbs with *fill, hold* and *try*, to practise prepositional phrases, to form nouns from verbs, to revise collocations, to do a quiz, to write a quiz

Russia 6

126

Lesson Objectives: To listen and read for gist, to read for specific information, to identify synonyms, to present a short text about *Alexander Pushkin* and his novel *The Captain's Daughter*

Vocabulary: Verbs (*torment, sin, dispose, mutter*); Adjective (*inconsiderable*); Nouns (*reflection, sigh, peasant, whip*)

►► What's in this module?

Read the title of the module *Getting to know you* and ask Ss to suggest what they think the module will be about (*the module is about appearance & character, negative personality types, changing one's appearance, body language and communication mistakes*). Go through the topic list and stimulate a discussion about what Ss will learn in the module.

Vocabulary

1 **Aim** To present new vocabulary

- Ask Ss to read the phrases 1-8 and the words in the list.
- Explain/Elicit the meanings of any unknown words and then give Ss time to complete the task.
- Play the recording for Ss to check their answers. Play the recording again with pauses for Ss to repeat chorally and/or individually.

Answer Key

1 early	4 tanned	7 round
2 curly	5 bushy	8 full
3 casually	6 rosy	

2 **Aim** To present new vocabulary

- Go through the list of adjectives and explain/ elicit the meanings of the words and then give Ss time to complete the task using their dictionaries to help them if necessary.
- Play the recording for Ss to check their answers. Play the recording again with pauses for Ss to repeat chorally and/or individually.

Answer Key

1 c	3 d	5 f	7 e
2 a	4 b	6 g	8 h

3 **Aim** To describe people

- Explain the task and read out the example.
- Direct Ss' attention to the pictures and elicit descriptions from various Ss around the class using the words from Exs 1 & 2.

Suggested Answer Key

Mr Harris is in his mid-fifties. He's smartly dressed and he's got pale skin, grey hair and a big nose. He seems to be ambitious.

Tina is in her late twenties or early thirties and she's casually dressed. She's dark-skinned and she's got curly hair and an oval face. She seems to be fun-loving. She doesn't seem to be moody.

Jenny is in her mid-twenties. She's got a tanned complexion, a ponytail and chubby cheeks. She seems to be introverted, caring and reliable. She doesn't seem to be moody or impolite.

Susan is in her late teens. She's got long straight bright red hair and an oval face. She seems to be outgoing and kind-hearted. She doesn't seem to be ill-tempered. Bill is in his late twenties and he's dark-skinned. He's got a shaved head and a goatee beard. He seems to be outgoing. He doesn't seem to be impolite.

OVER TO YOU!

Aim To personalise the topic

Elicit answers to the question in the rubric from various Ss around the class.

Suggested Answer Key

Sam is my cousin. He is in his mid-teens with short brown hair and a round face. He is fun-loving and kind-hearted.

Mr Green is my English teacher. He is in his mid-thirties, pale-skinned and he's got a square face. He is organised and trustworthy.

6a Changes

Vocabulary

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

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

b) **Aim** To consolidate new vocabulary and personalise the topic

- Read the rubric and the example aloud.
- Ss work in pairs and answer the questions in the rubric.
- Ask some pairs to report back to the class.

Suggested Answer Key

My mum has lost weight recently.

My older sister has plucked her eyebrows.

My friend has got her hair highlighted.

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

- Direct Ss' attention to the title and the first sentence in each paragraph in the text. 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

The text is about teenagers and body image.

3 **Aim** To read for specific information

- Ask Ss to read questions 1-5 and the possible answers.

- Give Ss time to read the text again and choose the correct answers for the questions.
- Check Ss' answers around the class. Ss should justify their answers.

Answer Key

- | | |
|-------------------|-------------------|
| 1 B (lines 7-9) | 4 D (lines 51-53) |
| 2 C (lines 23-26) | 5 D (lines 62-63) |
| 3 D (lines 31-36) | |

- 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.

Answer Key

muscular (adj): having lots of muscles

spot (n): a red bump on the skin

frizzy (adj): tightly curled

convinced (adj): believing sth to be true

rejected (adj): feeling unloved/unaccepted

unflattering (adj): uncomplimentary

puberty (n): a period of physical changes when a child becomes an adult

adjust (v): to get used to sth new, to adapt

puppy fat (n): fat on a child's body that disappears with adolescence

acne (n): a medical condition that causes a lot of spots

flawless complexion (phr): perfect skin

enhance (v): to improve

inadequate (adj): not good enough

tease (v): to make fun of sb

bully (v): to tease and intimidate

boost (v): to improve greatly

Grammar

4 a) **Aim** To present the causative

- Read the example sentences aloud and elicit which one suggests that the action is done by another person.

Answer Key

'Sue is having her nails painted' suggests that the action is done by someone else.

- Explain that we use *have + object + past participle* to say that we arrange for someone to do something for us. We can also use this construction to express that something unpleasant happened to someone. (*He had his car stolen yesterday.*)
- Refer Ss to the **Grammar Reference** section for more information.

b) **Aim** To practise the causative

Give Ss time to rewrite the sentences 1-4 and then check Ss' answers.

Answer Key

- 1 *Jo is having a dress made by Mrs Jones.*
- 2 *Anne has had her hair dyed.*
- 3 *Tom will have his trousers shortened by Steve.*
- 4 *You should have your shoes reheelled.*

5 a) **Aim** To present modals for speculating and making assumptions

- Go through the examples.
- Explain that we use *must* to make positive logical assumptions, we use *can't* to make negative logical assumptions, we use *may/might* to speculate about the future.
- Point out that we use the infinitive without *to* after modal verbs and go through the different tenses of the infinitive.
- Write this table on the board and elicit how we form tenses of the infinitive and how they correspond to various tense forms.

Tenses of the infinitive		
	Active voice	Passive voice
Present	(to) play	(to) be played
Present continuous	(to) be playing	–
Perfect	(to) have played	(to) have been played
Perfect continuous	(to) have been playing	–
present simple → present infinitive		
present continuous/future continuous → present continuous infinitive		
past simple/present perfect/past perfect → perfect infinitive		
past continuous/present perfect continuous/past perfect continuous → present perfect continuous		

- Refer Ss to the **Grammar Reference** section for more information.
- Ask Ss to read the sentences and elicit which refer to the past and which express duration.

Answer Key

Sentence 4 refers to the past (*must have had*).
Sentence 5 expresses duration (*be working*).

b) **Aim** To practise modals

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

Answer Key

- 2 *Sandra must be talking to Steve.*
- 3 *James can't have got a tattoo.*
- 4 *Jane may/might/could have borrowed your coat.*
- 5 *She must have had a facelift.*
- 6 *Carol can't be having surgery again.*

6 **Aim** To practise making assumptions

- Direct Ss' attention to the pictures and the phrases and explain the task.
- Ask Ss to work in pairs and make as many assumptions as they can for each picture using the phrases. Ask Ss to use their own ideas as well.
- Monitor the activity around the class and then ask some pairs to report back to the class.

Suggested Answer Key

- A *He must be sitting an exam. He must be stressed. He can't know the answers. He can't have revised properly. (He may fail the exam.)*
- B *They must be on holiday. They must feel happy. They can't be working. They might be cruising around the Mediterranean. (They may have hired a yacht.)*

Speaking & Writing

7 **Aim** To make notes and summarise a text

- Give Ss time to make notes on the text and then ask Ss to use them to summarise the text to their partner.
- Monitor the activity around the class and then ask some Ss to summarise the text for the class.

Suggested Answer Key

Many teenagers don't like what they see in the mirror. Magazine problem pages are full of letters from teens who have a poor self-image. This is mostly due to puberty, which changes the body and can cause acne and puppy fat. The media doesn't help because models and film stars always look perfect and their photoshopped images set unrealistic ideals. Puberty is only temporary, though, and we shouldn't compare ourselves to others. We can change our diet and hairstyle but other things we have to accept. We should all learn to accept ourselves as we are and feel good about ourselves, then others will, too.

8 **Aim** To develop critical thinking skills

- Explain the task. Ask Ss to look back at the text. Give Ss three minutes to write some sentences expressing their opinion on the writer's views.
- Ask various Ss around the class to report back to the class.

Suggested Answer Key

I think the writer is right. We should be our own best friend and try to improve our self-confidence. When we feel good about ourselves, we are also more likeable to other people, too.

6b Negative personality types

Vocabulary

1 **Aim** To present new vocabulary

- Explain the task and read out the example.
- Go through the personality types 1-15 and the definitions and explain/elicite the meaning of any unknown words.
- Give Ss time to match them and write sentences and then play the recording for Ss to check their answers.

Answer Key

- 2 D A bully is someone who likes hurting others.
- 3 I A whinger is someone who complains about everything.
- 4 L A killjoy is someone who stops others enjoying themselves.
- 5 H A snob is someone who thinks they're better than others.
- 6 B A troublemaker is someone who likes to cause problems.
- 7 C A scatterbrain is someone who is easily disorganised.
- 8 K A know-it-all is someone who thinks they know more than others.
- 9 G A chatterbox is someone who just won't stop talking.
- 10 M A bighead is someone who thinks they are very important.
- 11 F A drama queen is someone who exaggerates their emotions.
- 12 E A party animal is someone who loves having a good time.
- 13 O A nosy parker is someone who pries into other people's business.
- 14 J A bossy boots is someone who is always telling others what to do.
- 15 A A steamroller is someone who walks all over others.

2 **Aim** To introduce the topic of a text

- Ask Ss to look at the pictures in the text and say what type of person each one is and how we can deal with them.
- Play the recording. Ss listen and follow the text in their books to find out.

Suggested Answer Key

I think A is a gossip and we can deal with them by not listening to what they say.
I think B is a steamroller and we can deal with them by standing up for ourselves.
I think C is a know-it-all and we can deal with them by not getting involved in their conversation.

I think D is a whinger and we can deal with them by agreeing with what they say.

I think E is a chatterbox and we can deal with them by interrupting them firmly.

I think F is a drama queen and we can deal with them by reacting as little as possible.

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

- Go through the headings (1-7) and elicit/explain any unknown words.
- Allow Ss time to complete the task.
- Check Ss' answers around the class, asking for justifications.

Answer Key

- 1 E (you cannot get a word in edgeways, they don't listen to what you have to say)
 - 2 C (thinks they know it all)
 - 3 F (they exaggerate everything that happens)
 - 4 A (they're more than willing to pass the story on)
 - 5 D (complains about absolutely everything)
 - 7 B (they may shout, make threats and even physically intimidate their victims)
- 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

harmless (adj): not likely to cause any problems

take delight in (phr): to really enjoy

exaggerate (v): to make sth seem better/worse than it is

process (n): a series of actions that lead to an end
(in the process (phr): while doing sth)

direct (adj): straight; honest

die down (phr v): to become less

contribute (v): to say sth; to add

hostile (adj): unfriendly

aggressive (adj): having a violent attitude; destructive

without a second thought (phr): (doing sth) without thinking

intimidate (v): to make sb feel threatened

admit (v): to agree, often unwillingly

assertive (adj): stating needs/opinions clearly, confident

firmly (adv): in a controlled but forceful way

back down (phr v): to give in to sb's demands

dominate (v): to control sb or sth

neutral (adj): neither positive nor negative

issue (n): a topic, a subject

drag (into) (v): (of an argument) to make sb become involved in it

couldn't care less (phr): to have no interest in sth

trivial (adj): a minor, a unimportant

bizarre (adj): strange, weird

downside (n): the negative aspect to sth

Module 6

dismiss (v): to decide sth is unimportant and stop thinking about it

moan (v): to complain

handle (v): to deal with

interrupt (v): to start talking when sb else is talking

life-threatening (adj): very dangerous (in a way that might kill sb)

take an interest (phr): to become interested in sth/sb

triumph (n): success

tragedy (n): sad event

b) **Aim** To identify the author's purpose

Elicit the reason why the author wrote the text from Ss (advise, entertain, inform, persuade).

Answer Key

The author's purpose is to inform and advise.

Grammar

4 **Aim** To present clauses of purpose, result, reason & manner

- Go through the examples with Ss and explain/ elicit which words are used to introduce the clauses in each case. Write them on the board.

Answer Key

Clauses of purpose – so as to/in order to/so that

Clauses of result – so/such (a) ... that, as a result

Clauses of reason – because, since/as, the reason for/the reason why

Clauses of manner – as if (he/she) was/had + pp

- Explain that we use clauses of purpose to express the purpose of an action i.e. why sb does sth. We introduce them with: *to, in order to, so as to, so that, in order that, in case, etc.*
- Explain that we use clauses of result to express the result of sth. We introduce them with: *so, so/ such ... (that), as a result, therefore, consequently/ as a consequence, etc.*
- Explain that we use clauses of reason to express the reason for sth. We introduce them with: *as/since, because, the reason for/why, because of/due to, etc.*
- Explain that we use clauses of manner to express the way in which sth is done. We introduce them with: *as if/ as though, like, etc.* Point out that we use the past simple to refer to a present situation and the past perfect to refer to a past situation (unreal past).
- Refer Ss to the **Grammar Reference** section for more detail.
- Refer Ss back to the text and elicit examples for each type of clause from various Ss around the class.

Answer Key

The gossip will often try to find out what you know **in order to** tell someone else. (clause of purpose)

It is essential to be calm when dealing with a steamroller **so that** they don't get even angrier. (clause of purpose)

... they don't listen to what you have to say and **as a result** it's impossible to get anything done around them (clause of result)

5 **Aim** To practise clauses (purpose, result, reason & manner)

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

Answer Key

- | | | |
|--------------|---------------|-------------|
| 1 due to the | 2 such a | 4 as though |
| fact that | 3 in order to | 5 so that |

Speaking & Writing

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

- Ss work in pairs and discuss someone who is one of the personality types in the text, and how to deal with them. Point out that Ss should not mention a person by name.
- Monitor that activity around the class and then ask some pairs to discuss the person in front of the rest of the class.

Suggested Answer Key

A: I know a person who is a gossip. He always talks about other people and asks me what I know to gossip about with someone else. I try not to say anything, but sometimes I say things without realising it.

B: You should try and avoid him. If he starts gossiping to you, make him understand that you aren't interested in hearing his gossip so that he can get the message loud and clear.

7 **Aim** To present a negative personality type

- Explain the task and ask Ss to look up information on the Internet or in any other relevant sources.
- Give Ss time to do their research and write a short paragraph about the type of person and how to deal with them.
- Ask various Ss to read their paragraphs to the class.
- Alternatively, assign the task as HW and ask Ss to present the type of person in the next lesson.

Suggested Answer Key

A bossy boots is someone who likes telling people what to do and how to do it. They like to be in charge and they like things done just how they like it. If you find yourself in the company of a bossy

boots, the best thing to do is to stand up for yourself. If you think simply doing what a bossy boots wants is the easy answer, you're wrong. If you let them get their own way even once, they'll just keep on doing it. No matter what the task, you should try and reach a compromise every time. Either share the work or agree that one of you will do it this time and the other will do it next time.

6c Culture Corner

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

- Direct Ss' attention to the picture. Play the recording. Ss listen to the chant and elicit what Ss think the Haka is (*a ceremonial dance*).
- Give Ss time to read the text and then elicit answers to the questions in the rubric.

Suggested Answer Key

The Haka is a ceremonial dance of the Maori of New Zealand. It is a physical dance with chants that is performed at special events for important people and before every All Blacks rugby match.

2 **Aim** To read for lexical correctness & coherence

- Explain the task and ask Ss to read the text again and think of a word to complete each gap that makes the text coherent so that it is lexically and grammatically correct. Ss should pay attention to the words before/after each gap as they will help them do the task.
- Ss compare their answers with their partners. Check Ss' answers around the class. Ss should justify their answers.

Answer Key

- | | |
|------------------------|-------------------|
| 1 <i>traditionally</i> | 4 <i>powerful</i> |
| 2 <i>players</i> | 5 <i>tribal</i> |
| 3 <i>musical</i> | 6 <i>thoughts</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

originate (v): to come from

native (adj): belonging to a place; local

chant (n): a song without music

war cry (n): a shout made at a battle to give courage to fighters and frighten the enemy

supporter (n): sb who wants sb/sth to succeed

opponent (n): sb you fight/play against in a battle/sport

slap (v): to hit with an open hand

stick out your tongue (phr): to put your tongue out of your mouth and point it at sb/sth

stamp your feet (phr): to lift your feet up and down heavily and make a noise on the floor

tribe (n): a group of people who are of the same race, language & customs

weapon (n): sth used to cause harm to sb else e.g. knife, gun

go into battle (phr): to prepare to fight against others

grass skirt (phr): a covering for the lower half of the body made from a type of plant

engraving (n): a picture or design that has been cut into a surface

enemy (n): sb who hates you and wants to harm you

pit (n): a large/deep hole in the ground

switch (v): to change quickly back and forth

triumph (n): success

- Refer Ss to the Internet to watch a Haka performance on the Internet.

BACKGROUND INFORMATION

New Zealand is an island country in the southwest Pacific Ocean to the east of Australia. It is made up of two large islands (North and South Islands) and many smaller islands. The capital city is Wellington and the population is about 4.5 million people.

The **Maori** are the original inhabitants of New Zealand. They came to New Zealand from Polynesia and they have a unique and rich culture and heritage. There are over 600,000 Maori living in New Zealand today.

The **All Blacks** is the nickname of the New Zealand national rugby team. Rugby is the national sport of New Zealand and the people take great pride in their national team. The team has held the top position in the world for longer than any other team and has only been beaten five times in the last 100 years.

3 **Aim** To identify synonyms

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

Answer Key

1 **unique:** one of a kind

2 **ferocious:** violent

3 **feared:** frightening

4 **fleeing:** running away

5 **was outnumbered:** was fewer in number than another group

4 **Aim** To consolidate new vocabulary

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

Answer Key

1 native 3 welcome 5 stamp 7 outfit
2 physical 4 body 6 stick out 8 tribal

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

- Play the recording. Ss listen and follow the text in their books.
- Ask Ss to talk with their partner about four things they remember from the text.
- Monitor that activity around the class and then ask some pairs to report back to the class.

Suggested Answer Key

I remember that the Haka is a traditional dance from New Zealand. It is performed by the Maori to welcome guests and to entertain. The New Zealand national rugby team, the All Blacks, perform it before every game. The most famous Haka is the Ka Mate Haka.

6 **Aim** To develop research skills

- Explain the task and ask Ss to work in pairs or small groups and collect information from the Internet or reference books on a traditional dance or ceremony from their country.
- Give Ss time to collect information and then present it to the class.
- Alternatively, assign the task as HW and ask Ss to present their information in the next lesson.

Suggested Answer Key

Both the Haka and the Khorovod originate from ancient native dances. The Haka was performed as a war dance, while the Khorovod was based on rituals celebrating the sun. It is usually danced in a circle to resemble the sun, and people move from east to west, as the sun does across the sky. While the Haka can be performed all year round to welcome important guests or even just to entertain tourists, the Khorovod is only performed in the summer months, starting at Easter. Both dances can involve men and women but the Haka is mostly performed by men. Khorovod, on the other hand, is usually started by young women, who sing songs and act out the lyrics. As the dance develops more women join, and eventually young men are allowed to join in too. This is because the dance was often a way for young men and women to meet each other and to choose someone to marry. The women wear their best dresses and shawls, often made of silk and with colourful patterns. In the Haka a simple grass skirt is worn and the men have tattoos that cover their bodies and make them look more frightening.

6d Everyday English

1 **Aim** To introduce the topic and practise rearranging an appointment

- Explain the task and read out the example.
- Go through the phrases in the list and explain/ elicit the meaning of any unknown words.
- Ss work in pairs and complete the task.
- Monitor the activity around the class and then ask some Ss to tell the class.

Suggested Answer Key

I had to rearrange a dance lesson because I had a family emergency.

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 match sentences to speakers in a situational dialogue

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

Answer Key

Receptionist: *I'm sorry to hear that. What time was your lesson supposed to be? When would you like to rearrange it for? I'm afraid that time isn't available. Could you make it on Saturday the 11th at 10 am?*

Caller: *I'm calling to see if I can rearrange my dance lesson.*

3 **Aim** To read a situational dialogue for specific information.

Suggested Answer Key

She had to rearrange her dance class because she had twisted her ankle and couldn't walk.

Pronunciation**4 Aim** To learn words stress while expressing sympathy

- Play the recording. Ss listen and repeat chorally and/or individually.
- Play the recording again and ask Ss to find the stressed syllables.
- Check Ss' answers.

Answer Key

- 1 I'm **so** sorry to hear that!
- 2 Oh **no**, that's **awful**!
- 3 That's **such** a **shame**!
- 4 I **really** hope things get better soon.
- 5 Oh **dear**!

5 Aim To practise role-playing

- Explain the situation and ask Ss to work in pairs and act out a dialogue using the sentences in Ex. 2a and the ideas in Ex. 1 to help them.
- 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: Good morning, Carleton Dental Surgery.
 B: Hello. This is Jane Smith. I'm calling to see if I can rearrange my appointment. I'm stuck in traffic and I can't get there in time.
 A: I'm sorry to hear that. What time was your appointment supposed to be?
 B: At 2 o'clock today.
 A: OK. When would you like to rearrange it for?
 B: How about 4 o'clock this afternoon? I should be able to make it by then.
 A: I'm afraid that time isn't available. Could you make it at 5:30?
 B: Erm ... yes, that should be fine.
 A: Ok. So see you at 5:30.
 B: Great. Thank you very much.
 A: You're welcome. Goodbye.

6e Body talk**Vocabulary****1 a) Aim** To present new vocabulary

- Direct Ss' attention to the pictures 1-8.
- Play the recording with pauses for Ss to listen and repeat chorally and/or individually.

b) Aim To match body language to emotions

- Explain the task and read out the example.

- Read out the adjectives in the rubric and elicit which picture matches which emotion from Ss around the class.

Suggested Answer Key

- 2 I think the person who is raising his eyebrows is surprised.
- 3 I think the person who is wrinkling her nose is disgusted.
- 4 I think the person who is showing her teeth is scared.
- 5 I think the person who is looking to the right and biting her nails is worried.
- 6 I think the person who is covering his mouth is embarrassed.
- 7 I think the person who is frowning is annoyed.
- 8 I think the person who is opening her eyes and mouth wide is shocked.

Reading & Listening**2 Aim** To listen and read for specific information

Read the rubric aloud and elicit answers to the question from Ss around the class. Play the recording. Ss listen and follow the text in their books and find out.

Answer Key

If someone scratches their head, covers their mouth or looks to the right and bites their nails, it could suggest that they are lying.

3 Aim To read for specific information

- Ask Ss to read the statements 1-8 and then give Ss time to read the text again and complete the task.
- Check Ss' answers. Ss should justify their answers.

Answer Key

- | | |
|-------------------|-------------------|
| 1 NS | 5 NS |
| 2 F (lines 23-24) | 6 T (lines 53-57) |
| 3 T (lines 30-32) | 7 T (lines 61-66) |
| 4 T (lines 38-41) | 8 F (lines 73-75) |

- 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

confidently (adv): in a sure and certain manner

rub (v): to scratch

intensely (adv): in an extreme manner

hire (v): to pay sb for their services

truthful (adj): honest

distinguish (between) (v): to tell the difference between two or more things

lie detector (n): a machine that can determine if sb is telling the truth or not

forensic psychologist (phr): a scientist that studies the actions and motives of criminals

subconscious signal (phr): a physical reaction sb is unaware of

conceal (v): to hide

awkward (adj): difficult or embarrassing

human nature (n): the natural qualities and behaviour that most people have

spin a yarn (phr): to tell an untrue story

fibber (n): a liar

spot (v): to see/notice sth

eye contact (phr): the act of looking at sb in the eyes

overcompensate (v): to do far more than necessary to make a situation better

convince (v): to make sb believe you

suspicious (adj): not trusting sb

instinctively (adv): naturally, without thinking

discomfort (n): a painful feeling

barrier (n): an obstruction

stall (v): to avoid doing sth until later

mirror (v): to copy sb exactly

telltale sign (phr): sth that gives away information about sth

twitch (n): a small jumping movement, a jerk, a spasm

muscle spasm (phr): when a muscle suddenly tightens without control

flash (across) (v): to move/happen quickly

eyelid (n): the top covering of the eye

droop (v): to sag

tricky (adj): difficult

instinct (n): impulse; intuition

pull the wool over sb's eyes (idm): to deceive sb

itchy (adj): having an unpleasant feeling that makes you want to scratch

BACKGROUND INFORMATION

Darren Stanton is the UK's leading lie detector and body language expert. He was a special constable, a police constable and then a forensic psychologist for the prison service. Today he gives seminars, appears in the media and works as a consultant for private companies.

4 **Aim** To consolidate new vocabulary

- Explain the task and ask Ss to use their dictionaries to help them if necessary.
- Check Ss' answers around the class.

Answer Key

1 confidently	5 signals	9 contact
2 intensely	6 hurt	10 spasms
3 body	7 nature	
4 forensic	8 spin	

5 **Aim** To present idioms related to the body

- Explain the task and give Ss time to fill in the gaps with the appropriate body part from the list.
- Play the recording. Ss listen and check their answers.
- Elicit if there are similar idioms in Ss' L1.

Answer Key

1 eye	3 feet	5 leg
2 eyes	4 hand	6 chest

(Ss' own answers)

Speaking & Writing

6 **Aim** To paraphrase and consolidate information in a text

- Explain the task and give Ss time to complete it.
- Monitor the activity around the class and then ask various Ss to tell the class.

Suggested Answer Key

You can tell if someone is lying by their body language. Some of the telltale signals that someone is lying include avoiding eye contact or maintaining it for too long, touching their face, scratching their head or touching their mouths. Sometimes people who are lying may mirror what the person asking the question says in order to buy more time to think of a lie. Also, right-handed people may look to the right when lying and left-handed people may look to the left when they are lying. Overall, most people who are lying will show it on their face without knowing it but still you need to be careful not to take things too far.

7 **Aim** To develop research skills

- Ask Ss to work in pairs or small groups and look up information about body language on the Internet, in reference books or other sources.
- Give Ss time to collect their information and prepare their presentation, paraphrasing the information and using visual stimuli if they want to. Ask various Ss to present it to the class.
- Alternatively, assign the task as HW and ask Ss to give their presentations in the next lesson.

Suggested Answer Key

When someone crosses their arms across their chest, it could mean that the person is putting up a barrier between them and the other person. When someone stands with their hands on their hips, it could mean that they feel in control or possibly aggressive.

When someone is listening to another person and they rub their ear or scratch their chin, it could mean that they don't believe what the person is saying.

When someone is listening to another person and they tilt their head to one side or their eyes glaze

over, this could mean that they are bored by what the person is saying.

When someone purses their lips, it could mean they disapprove of something or distrust someone.

When someone bites their lips, it could mean they feel stressed or worried.

6f Animal talk

Reading

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

Elicit what Ss know about dolphins from various Ss around the class.

Suggested Answer Key

Dolphins are mammals. They are intelligent animals and they live in the sea.

b) **Aim** To introduce the topic of the text and read for specific information

- Read the questions in the rubric aloud.
- Play the recording. Ss listen and follow the text in their books and find out.

Suggested Answer Key

Dolphins communicate with whistles, clicks and other sounds including high-frequency sounds. Scientists want to decode their language to communicate with them and to possibly communicate with extraterrestrials.

2 **Aim** To read for specific information

- Give Ss time to read the text and decide whether the statements are true, false or not stated.
- Check Ss' answers around the class and ask for justifications.

Answer Key

- 1 T (she mimics their behaviour by swimming upside down to say hello)
 - 2 F (they are highly sociable)
 - 3 NS
 - 4 F (Both the vocal chords of humans and dolphins and the sounds they produce are extremely different.)
 - 5 NS
 - 6 T (to decode the vocabulary and grammar of 'dolphins')
 - 7 T (is only at trial stage at the moment, but if it is successful ...)
 - 8 F (it's only a matter of time before we can speak with dolphins)
- 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

pod (n): a group of aquatic mammals e.g. whales, dolphins

scar (n): the mark left after a wound has healed

flipper (n): the side fin on a dolphin

wound (n): a cut or other form of surface damage to the body

mimic (v): to copy

encounter (n): a meeting

evolved brain (phr): a brain that is capable of higher functions such as language

remarkably skilled (phr): having a surprising amount of knowledge and ability

resolve conflicts (phr): to settle arguments

aquatic mammal (phr): an animal that lives in the sea which gives birth to babies (not eggs) and feeds them milk

vocal chord (n): the part of the throat that vibrates to produce sounds

whistle (n): a loud high sound

high-frequency sound (phr): a sound wave that vibrates so fast humans can't hear it

seaweed (n): a plant that lives in the sea

impact (n): the effect one thing has on another

delight (v): to fill with joy

adapt (v): to change to fit new circumstances

make contact with (phr): to meet for the first time

distant galaxy (phr): a group of stars far away

training ground (phr): a place/period of time where/when you learn skills for a particular activity

BACKGROUND INFORMATION

Dr Denise Herzing is the Research Director of the Wild Dolphin Project which is a non-profit scientific research organisation that studies dolphins. She has a BSc, an MA and a PhD and she works at Florida Atlantic University. She is also the Scientific Advisor to the America Cetacean Society.

Florida is a state in the southeast of the USA on both the Atlantic Coast and the Gulf Coast. The state capital is Tallahassee and the population is over 18 million people.

CHAT (Cetacean Hearing and Telemetry) is a mobile phone-sized device that is worn around a diver's neck with two hydrophones and a one-handed keyboard. It has a processor that can detect patterns in dolphin communication. Researchers are hoping it will help decode dolphin language.

SETI (Search for Extraterrestrial Intelligence) is a non-profit organisation that wants to understand and explain the origin and nature of life in the universe. It works with schools and teachers and promotes the teaching of evolution and works on projects with NASA.

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

- Explain the task. Ss do the task. They can use their dictionaries to look up any unknown words.
- Check Ss' answers.
- Give Ss time to write their sentences and then ask various Ss to read them out to the class.

Answer Key

- | | | |
|------------|-----------------|-----------|
| 1 familiar | 4 signals | 7 contact |
| 2 coast | 5 experimenting | |
| 3 resolve | 6 impact | |

Suggested Answer Key

- 1 Dolphins are **common** in the sea off the Florida coast.
- 2 When I swim in the sea, I don't like to go too far from **shore**.
- 3 We can **conclude** from their behaviour that dolphins are very intelligent.
- 4 In basic Maths we use the plus, minus and equals **signs**.
- 5 The police detective is **investigating** the crime.
- 6 The student made a good **impression** on her teacher by studying hard.
- 7 I usually get in **touch** with my friends by phone.

b) **Aim** To identify synonymous words/phrases

- Explain the task and go through the words/phrases in the list and explain/elicite the meanings of any unknown words.
- Give Ss time to complete the task using their dictionaries to help them if necessary.
- Check Ss' answers.

Answer Key

mimics: imitates
encounters: meetings
experimenting with: trying to
evolved: developed
resolve: work out
make out: understand
latest: most recent
decode: interpret
impact: consequence

4 **Aim** To present new vocabulary

- Explain the task. Go through the list of collective nouns and explain/elicite their meanings or ask Ss to look them up in their dictionaries. Alternatively, ask Ss to guess the answers.
- Give Ss time to complete the task and then play the recording for Ss to check their answers.

Answer Key

- | | | |
|---------|----------|----------|
| 1 herd | 4 flock | 7 pod |
| 2 swarm | 5 litter | 8 colony |
| 3 shoal | 6 pride | 9 pack |

Grammar

5 **Aim** To present inversion

- Go through the theory box and explain that there are two types of inversion: *modal/auxiliary verb + subject + main verb* is used in questions and after certain words and expressions when they come at the beginning of a sentence and *main verb + subject* is used after verbs of movement or adverbial expressions of place when they come at the beginning of a sentence.
- Explain that we use inversion to give emphasis. Refer Ss to the **Grammar Reference** section at the back of their books for more information.
- Refer Ss back to the text and elicit examples of inversion.

Answer Key

*So clever are these aquatic mammals ...
 ... but barely do we ask dolphins ...
 Not only would it delight marine biologists ...*

6 **Aim** To practise inversion

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

Answer Key

- 2 *Not only has Anna never been diving, but Tom hasn't either.*
- 3 *Should you see Mike today, ask him if he wants to go diving on Saturday.*
- 4 *Only if you swim with dolphins, will you realise how amazing they are.*
- 5 *Such a tiring day did Greg have (that) he fell asleep on the bus home.*

7 **Aim** To practise sentence structure

- Explain the task and give Ss time to complete it.
- Check Ss' answers around the class. Ask Ss to justify their answers (*all sentences practise inversion*).

Answer Key

- 1 *sooner had Sam dived*
- 2 *no circumstances will we*
- 3 *happy was Jo that*
- 4 *by testing it will they*

Speaking & Writing

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

- Explain the task and give Ss time to make notes on each paragraph in the text.
- Ask various Ss around the class to use their notes to give a talk to the class as if they were Denise Herzing.

Suggested Answer Key

I know all the members of the pod of wild spotted dolphins that I am studying because I have shared 27 summers and had over 2,600 encounters with them. I try to communicate, but I also want to know what they are thinking.

Dolphins have the second most evolved brain on the planet and they are highly intelligent and sociable. They live in a complex society and share responsibilities. They can understand two hundred human words through gestures but we can't understand what they say. There is a sensory world full of different sights, sounds and tastes that we can't imagine so the only way to communicate effectively is to create a new language. To do this, I've come up with CHAT (Cetacean Hearing and Telemetry) which is a device that sends out signals that correspond to something in the undersea world to see if the dolphins mimic the signals. The system will try to learn 'dolphinsese' through the sounds the dolphins make and try to decode their vocabulary and grammar and then hopefully we can learn to reply with dolphin-like signals ourselves. We are only at the trial stage right now but in the future CHAT could be used to communicate with other animal species and even extraterrestrials. If we can understand life on this planet then there is hope for the exploration of the galaxy.

6g Skills

Vocabulary

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

- Play the recording with pauses for Ss to listen and repeat chorally and/or individually.
- Explain any unknown words by miming the meaning of the phrase.
- Ask Ss to translate these phrases to their L1.
- Elicit any other communication mistakes from Ss around the class.

Suggested Answer Key

react too quickly, drop a subject, lie, misunderstand text messages, etc

b) **Aim** To match cartoons to communication mistakes

Direct Ss' attention to the cartoons and elicit which communication mistakes each one shows.

Answer Key

- 1 not allow the other person to speak
- 2 not pay attention
- 3 get tongue-tied

2 **Aim** To talk about communication mistakes

- Ask Ss to work in pairs and talk about the communication mistakes in Ex. 1a.
- Monitor the activity around the class and then ask some Ss to report back to the class.

Suggested Answer Key

*I feel angry when someone insists on their own way.
I feel confused when someone is argumentative and aggressive when they're speaking.
I feel embarrassed when someone/I get(s) tongue-tied when they're/I'm speaking.*

Listening

3 **Aim** To listen for specific information

- Read the rubric aloud to give Ss an idea of what they will listen to.
- Ask Ss to read the questions 1-6 and the possible answers and pay attention to the key words.
- Play the recording. Ss listen and choose the correct answers.
- Play the recording again with pauses for Ss to check their answers.

Answer Key

- 1 2 ... if we learn to communicate with each other better, we'll sort out our differences ...
- 2 3 ... I'm here to talk to you about some communication techniques ...
- 3 1 That way they know that you are paying attention to them ...
- 4 2 ... they may feel attacked and become angry and defensive ...
- 5 3 ... not taking responsibility for your own mistakes.
- 6 2 ... the best solution is often a compromise

Speaking

4 **Aim** To practise criticising and responding to criticism

- Explain the task and read out the example exchange.
- Ask Ss to work in pairs and act out exchanges using the phrases in Ex. 1a and the language in the box.

Module 6

- Monitor the activity around the class and then ask some pairs to act out their exchanges in front of the class.

Suggested Answer Key

A: Could you please stop being so argumentative and aggressive?

B: I'm really sorry. I'll try not to do it again.

A: Do you mind not talking down to me when I'm speaking?

B: Oh, I'm sorry. I didn't realise I was doing that.

A: Please stop fidgeting when I'm speaking! It's so annoying.

B: Sorry, I don't mean to do that.

6h Curricular: Science

1 **Aim** To introduce the topic and listen for gist

- Ask Ss to read the introduction and the headings in the text. Elicit how Ss think these animals/plants communicate.
- Play the recording. Ss listen and find out the answer.

Suggested Answer Key

I think bees communicate by dancing, plants communicate silently, ants communicate in an organised way and cuttlefish use their skin to communicate.

2 **Aim** To read for specific information

- Explain the task and ask Ss to read the sentences 1-4.
- Then give Ss time to read the text and complete the task.
- Check Ss' answers around the class.

Answer Key

- 1 A ... it rubs its antennae ... pass on the good news.
- 2 B Bees make a series of dance-like movements ... location of food.
- 3 C Cuttlefish put on an amazing display of colours ... hide from predators.
- 4 P ... send chemical messages that attract the caterpillar's worst enemies, wasps.

- 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

affection (n): love, care

hive (n): a place where bees live

tail-wagging (adj): moving the rear part of an animal's body

invade (v): to move into an area by force and take control, to conquer

caterpillar (n): a plant-eating insect that later turns into a butterfly

wasp (n): a stinging insect

fungus (fungi – plural) (n): a type of plant that lives off decaying material e.g. a mushroom, mould, etc

gland (n): an organ in the body of a plant/animal that produces chemicals

release chemicals (phr): to emit substances

signal (v): to give a sign to sb

alarm (n): a signal for danger

military campaign (phr): an organised attack by an army

enemy (n): sb who hates you and wants to harm you

pile of crumbs (phr): a collection of small pieces of food

antenna (antennae – plural) (n): the two long thin body parts on the head of an insect used to feel things

pass on (phr v): to give to sb else

sac (n): the small part of an animal's body that is shaped like a bag that may contain liquid or air

nervous system (n): all the nerves in the body, the brain and the spinal cord

pattern (n): an arrangement of lines or shapes that is repeated over a surface

texture (n): the feel of sth

prey (n): an animal that is eaten by another larger animal

predator (n): an animal that hunts and eats other animals

3 **Aim** To consolidate new vocabulary

- Read the words in the rubric aloud and give Ss time to complete the phrases.
- Check Ss' answers.

Answer Key

- | | | |
|-----------|-----------|-----------|
| 1 rub | 4 pile | 7 nervous |
| 2 release | 5 pass on | 8 display |
| 3 signal | 6 warning | |

- Elicit sentences from Ss around the class using the phrases based on the text.

Suggested Answer Key

Horses **rub noses** as a sign of affection.

Ants **release chemicals** to **signal alarm** or to **pass on the news** about a **pile of crumbs**.

Trees can send **warning signals** to other trees if they are attacked by fungi or insects.

The cuttlefish's **nervous system** controls its skin colour and they can put on an amazing **display of colours** to attract prey.

4 **Aim** To develop research skills

- Explain the task and divide the class into small groups.
- Give Ss time to use the Internet or encyclopaedias to collect information about how other animals communicate and then present their information to the class.
- Alternatively, assign the task as HW and ask Ss to give their presentations in the next lesson.

Suggested Answer Key

Chimpanzees greet each other by touching hands.
White-tailed deer flick up their tails when they want to warn other deer of danger.
When elephants twist their trunk round another elephant's trunk, it means they like each other.
Swans twist their long necks together when they fight off another male.
Kangaroos warn each other of danger by thumping their hind legs on the ground.
Whales leap out of the water many times to send messages to other whales. They also sing.

6 Writing

1 **Aim** To read for gist

- Read the **Writing Tip** aloud and introduce the type of writing, the content and layout.
- Give Ss time to read the model and match the paragraphs to the headings.

Answer Key

A 2 B 4 C 3 D 1

2 **Aim** To categorise vocabulary

- Explain the task and ask Ss to write the headings into their notebooks.
- Give Ss time to complete the task and then check Ss' answers on the board.

Answer Key

Physical appearance: *often wears her hair in a ponytail, in his mid-twenties, in her early forties, of medium height, no sense of style, beautiful almond-shaped eyes, always smartly dressed, often looks a bit scruffy, looks younger than she is, long blond hair, pale-skinned, has lots of tattoos, wrinkles around her eyes, good-looking (attractive, in her late twenties, tall and dark-skinned, short dark hair, dark brown eyes, stylish, well-dressed)*

Personality: *loves to have fun, good-natured, sensitive, absent-minded, doesn't let difficulties get him down, always does what he says he will, shy (sociable, fantastic sense of humour, rather bossy, often tells others what to do)*

Hobbies/Interests: *is a bookworm, loves being outdoors, keen on water sports*

3 **Aim** To link sentences using a variety of structures

- Read the **Writing Tip** aloud and go through the examples.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

Answer Key

- 1 Hayley is short and a little plump with piercing blue eyes that sparkle when she smiles.
- 2 Mike is well-built with curly blond hair and a lot of tattoos that make him look tough.
- 3 Sally is a beautiful lady with dyed red hair which she wears in a bob.

4 **Aim** To practise using adjectives in descriptive sentences

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

Answer Key

- | | | |
|----------------|---------------|-------------|
| 1 disorganised | 4 pessimistic | 7 reserved |
| 2 supportive | 5 considerate | 8 confident |
| 3 cheerful | 6 easy-going | |

5 **Aim** To practise linkers

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

Answer Key

- 1 and, but 2 As well as, However 3 both

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

Read the rubric aloud and elicit answers to the questions in the rubric from Ss around the class.

Suggested Answer Key

I could describe a friend, a relative or a celebrity whom I admire. I would write five paragraphs. The introduction would say who the person is. The second paragraph would describe their appearance. The third paragraph would say what they are like. The fourth paragraph would describe their achievements and why I admire them. The conclusion would include my final comments and feelings.

7 **Aim** To write a letter describing a person

- Direct Ss' attention to the plan and the **Useful Language** section and give them time to complete the task.
- Check Ss' answers.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

Dear Lisa,

I'm really glad you're having a good time with your cousin. My favourite relative is also my cousin, Celia. We've lived on the same street since we were kids, and we've been best friends forever!

Celia is 16, like us, and she's tall and slim with red hair and freckled skin. She's very fashionable and always keeps up with the latest trends in clothes.

Celia is really patient and kind. She never loses her temper and is always concerned about others. She's also extremely confident, and she's never afraid to take on new challenges.

The only thing I would change about Celia is her being unreliable. She's often late when we arrange to meet. But it doesn't really matter, I love her all the same! Have to go now.

Talk to you soon,

Maria

Focus on RNE 6

1 **Aim** To read for gist

- Go through the headings (1-8) and explain/ elicit any unknown words.
- Tell Ss to pay particular attention to the key words in the headings.
- Allow Ss time to complete the task.
- Check Ss' answers around the class, asking for justifications.

Answer Key

- A 4 (women in the entertainment industry are under pressure to alter their looks, age is another factor that affects celebrities)
- B 8 (the first recorded account of plastic surgery is which is 8,000 years old and describes surgery to reconstruct a nose)
- C 1 (plastic surgery is also widely used for medical reasons)
- D 2 (drastically alter the shape of their face or body)
- E 6 (there are more appearance enhancement procedures available now, one such procedure is the use of 'fillers' or Botox, which are injected into the area being treated)

F 3 (implant surgery has resulted in quite a few deaths in recent years)

G 5 (they feel that such perfection is only attainable if you pay to have work done by a cosmetic surgeon)

2 **Aim** To read for specific information

- Give Ss time to read the text and decide whether the statements are true, false or not stated.
- Check Ss' answers around the class and ask for justifications.

Answer Key

- 1 1 (it allows the speaker to communicate over larger distances (up to 5 km) than ordinary speech)
- 2 2 (most whistled languages are based on actual spoken languages and are not secret codes)
- 3 3
- 4 1 (it was the main form of communication during invasions, wars)
- 5 1 (with the advent of modern forms of communication, such as the telephone and the mobile phone, though, the use of the whistled language slowly declined)
- 6 2 (the young people have embraced the idea of learning the language)
- 7 2 (has been passed down from generation to generation)
- 8 3

3 **Aim** To practise word formation

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

Answer Key

- | | |
|-----------------|---------------|
| 1 historical | 4 angrily |
| 2 announcements | 5 competition |
| 3 unpopular | 6 brighten |

BACKGROUND INFORMATION

Liverpool is a city and port in Merseyside in the northwest of England. It dates back to 1207 and the city has a long history and rich culture. It is a popular tourist destination and has a number of UNESCO World Heritage sites.

4 **Aim** To listen for specific information

- Ask a S to read the rubric aloud. Explain the task.
- Elicit words related to each place e.g.: schools: teacher, classroom, students etc.
- Play the recording twice.

- Ss listen and complete the task.
- Check Ss' answers. Ask Ss to justify their answers.

Answer Key

- A 3 ... Drink your coffee ... can you call the waiter? ...
- B 5 ... instructor ... exercise machines ... sauna ... swimming pool ... member
- D 2 ... highlights
- D 4 ... terrible toothache ... I can't stand the pain any longer

5 Aim To write an informal letter

- Go through the rubric with Ss.
- Draw attention to the facts that the task is to be completed within 30 minutes and that the rules of letter writing must be followed.
- Allow Ss 30 minutes to complete the task and collect their work in order to assess it and return it.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

Hey John,

I was glad to hear from you. Sam sounds like a nice person. My best friend is Maxim. We met when we were in kindergarten and we've been friends ever since.

Maxim is 15, like me. He's really tall and well-built, with short blond hair and a light complexion. Unfortunately, he has no sense of style! He often looks a bit scruffy and the colours he wears rarely match!

What I truly admire about Maxim is that he's kind-hearted and loyal. He always tries to help people and never has a bad word to say about anyone. Also, he's always there when we need him. He can be a bit moody sometimes, though.

I'd only stop being friends with Maxim if he became rude and self-centred. I doubt that will ever happen though! Write back soon.

Take care,

Vadim

6 Aim To practise answering survey questions

- Explain the task and allow Ss a few minutes to skim through the questions.
- In pairs, Ss act out the survey, taking turns as the electronic assistant first and then as the survey participant.
- Monitor the activity around the class, making sure Ss offer appropriate responses to the questions.

Suggested Answer Key

- I am 17 years old.
- I shop at department stores, including Max Stores, two or three times a month.

- When I go somewhere to do my shopping, of course I am interested in the product range and quality of the place, but if the shop doesn't have good staff I never go there again.
- For a shop assistant to be good at their job and keep the customer happy, I believe it is important that they are polite, helpful and patient.
- I once had to complain about an assistant at an electronics store. Not only did he not know much of the information I was asking about the product, but he also seemed bored and annoyed at having to answer my questions.
- I would advise my friend to try and be cheerful, even when they aren't feeling well or if a customer is being particularly difficult.

Language in Use **6**

1 Aim To present and practise phrasal verbs

- Go through the list of phrasal verbs and their definitions and elicit an example for each one from various Ss around the class. Ss use their dictionaries to help them if necessary.
- Give Ss time to complete the task and then check Ss' answers.

Answer Key

- | | | |
|-------|------|-------|
| 1 up | 3 on | 5 up |
| 2 off | 4 on | 6 out |

2 Aim To practise prepositional phrases

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

Answer Key

- | | | |
|------|------|-----------|
| 1 of | 3 in | 5 between |
| 2 on | 4 of | 6 in |

3 Aim To consolidate vocabulary from the module

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

Answer Key

- | | | |
|------------|--------------|-----------|
| 1 flawless | 3 altered | 5 awkward |
| 2 admitted | 4 supporters | |

4 Aim To practise forming nouns from verbs

- Ask Ss to study the theory and then complete the task.
- Check Ss' answers.

Module 6

Answer Key

- | | | |
|------------|-------------|---------------|
| 1 delivery | 3 failure | 5 application |
| 2 urgency | 4 beginning | |

5 **Aim** To consolidate vocabulary learnt in the module

Give Ss time to complete the phrases and then check Ss' answers.

Answer Key

- | | | |
|------------|------------|----------|
| 1 plucked | 5 bite | 9 muscle |
| 2 cosmetic | 6 eye | 10 stamp |
| 3 chubby | 7 conflict | |
| 4 tongue | 8 drama | |

Quiz

Aim To do a quiz and consolidate vocabulary and information learnt in the module

- Give Ss time to complete the quiz looking back through the module if necessary.
- Check Ss' answers and then elicit corrections for the false statements.

Answer Key

- 1 F 3
 - 2 T
 - 3 F New Zealand
 - 4 F a food source
 - 5 F Really good liars can maintain eye contact longer than normal.
 - 6 F facial tattoos
 - 7 F to show anger
- Ss prepare their quizzes in groups. Ask Ss to go through the pages of the module and select information to compile their quizzes.
 - Ask Ss to exchange their quizzes, do them and then check their answers.

Suggested Answer Key

- 1 Ka Mate is the most well-known Haka. (T)
- 2 A drama queen just won't stop talking. (F – exaggerates their emotions)
- 3 A traditional Haka outfit is a kakahu. (T)
- 4 Lying is a part of human nature. (T)
- 5 SETI is a programme to communicate with dolphins. (F – look for aliens)
- 6 Ants communicate by rubbing their antennae or legs on a neighbour. (T)
- 7 El Silbo is a town in the Canary Islands. (F – it's a whistled language)

Russia 6

Reading & Listening

1 **Aim** To introduce the topic and elicit what Ss know about a famous writer and poet

- Draw Ss' attention to the picture and the title of the text.
- Elicit what Ss know about Alexander Pushkin.

Suggested Answer Key

Alexander Sergeyevich Pushkin (1799–1837) was a Russian author of the Romantic era who is considered by many to be the greatest Russian poet and the founder of modern Russian literature.

2 **Aim** To read an extract of a novel for gist

- Direct Ss' attention to the rubric.
- Ask Ss if they know anything about this classic novel.
- Allow Ss time to read the text and answer the question in the rubric.
- Elicit answers from various Ss.

Suggested Answer Key

While travelling a man is thinking about an argument he had with a friend of his. He regretted the things he did to his friend. His friend was also very unhappy about his own behaviour. In the end, the man managed to make his friend happy again by promising to spend his money more wisely in the future. When he was close to his destination, his driver told him that they could not reach it because the weather was going to become bad.

3 **Aim** To read for specific information

- Give Ss time to read the text again and decide whether the statements are true, false or not stated.
- Check Ss' answers and ask for justifications.

Answer Key

- 1 F My reflections upon the road was not of a pleasant kind ... the loss was not inconsiderable ...
- 2 T ... I also felt wrong and unjust in regard to Savelitch ...
- 3 T ... How could I leave you alone in the hotel? ...
- 4 T ... I made him the promise not to dispose
- 5 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

reflection (n): thought

inconsiderable (adj): unimportant

torment (v): to cause severe, usually persistent or repeated distress of mind

sigh (n): a slow breath out that makes a long soft sound, especially because you are disappointed, tired, annoyed, or relaxed

sin (v): to do sth that is considered immoral

dispose (v): to spend

mutter (v): to talk in a quiet voice that is difficult to hear, especially because you are annoyed or embarrassed

peasant (n): a country person

whip (n): a long thin piece of leather with a handle on one end, used for making horses move faster

4 **Aim** To identify synonyms

- Read the words in the list and explain/elicite any unknown words.
- Ask Ss to read the text again and find the synonyms of the words in the list.
- Allow Ss some time to complete the task.
- Check Ss' answers.

Answer Key

- | | |
|--------------|--------------------------|
| 1 henceforth | 4 let bygones be bygones |
| 2 perceive | 5 blunder |
| 3 unjust | 6 console |

5 **Aim** To develop research skills

- Read the rubric aloud and explain the task.
- Ask Ss to collect information from the Internet, reference books or other sources.
- Allow Ss some time to prepare their sentences.
- Ask various Ss to present their sentences to the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

Alexander Pushkin wrote the novel 'The Captain's Daughter' in 1836. It tells the story of a young man, Peter, who is caught up in a revolution in Russia near the end of the 18th century. The hero falls in love with the daughter of the captain who commands the fortress he is serving in. Unfortunately, another officer also wants to marry this girl. The book tells the story of Peter's struggle to be with the woman he loves. He has to solve the problems the other officer causes him during the rebellion to be with her.

REVISION KEY

Revision 1

- 1 1 collapsed 6 predictable
2 fainted 7 demand
3 grabbed 8 deafening
4 remote 9 administer
5 survivors
- 2 1 was sleeping 6 were looking
2 are travelling 7 had waited/
3 goes had been waiting
4 have lost 8 had started
5 is reading
- 3 1 whole 4 A large number of
2 Neither 5 little
3 hardly any 6 plenty
- 4 1 off 2 at 3 up 4 for 5 in
- 5 1 E 2 A 3 B 4 D 5 C
- 6 1 tropical 3 recovery 5 freezing
2 powerful 4 disabled

7 Suggested Answer Key

A Lucky Escape

One wintry day last December, my best friend Pete went out for a country walk with his parents. They chose Pete's favourite walk, a narrow path along some cliffs with a wonderful view of the sea. It was a windy day and they were looking down at the rocky coastline and the rough sea below.

They were walking along calmly, enjoying the scenery when suddenly, a gust of wind blew Pete's hat off his head. Pete reached out to grab it. Then, disaster struck! He leaned too far forward, lost his balance and fell towards the rocks. His parents froze in horror, unable to do anything to save him.

Pete didn't fall onto the rocks, but into the sea, where he fought against some big waves to keep his head above water. "Call an ambulance!" yelled Pete's father frantically as his mother struggled to find her mobile phone. Luckily, Pete was a strong swimmer and he managed to swim to a rock and drag himself out of the water. Meanwhile, the emergency services were hurrying to the scene. They arrived a few minutes later and took Pete straight to hospital, where he was treated for shock.

Later that day, everyone was enormously relieved to learn that Pete wasn't injured. As for Pete, he decided never to walk along the cliffs again.

Revision 2

- 1 1 values 5 manual 9 address
2 throws 6 hits 10 revenge
3 scratched 7 aisle
4 banned 8 tempting
- 2 1 will make 6 will be travelling
2 longest 7 hungrier
3 to be 8 paying
4 will be moving 9 going to buy
5 tasty 10 best
- 3 1 B 2 E 3 D 4 C 5 A
- 4 1 shorten 3 crispy 5 worsen
2 encourage 4 variety
- 5 1 ... is not as expensive as ...
2 ... the most beautiful tulips I ...
3 ... was made to pay ...
4 ... you mind carrying ...
5 ... are looking forward to going ...

6 Suggested Answer Key

Dear Sir/Madam,

I am writing to express my total dissatisfaction with the watch I recently bought from your site and your company's customer service.

I ordered the watch on 3rd June and, despite your website's promise that I would receive it within 10 working days, it did not arrive until 1st July. I complained about the delay but got no response. To make matters worse, the watch came without a battery, even though the website says a battery is included with every purchase. Finally, and most importantly, the watch only works for one hour then stops. I have tried two batteries in it, so I believe it is faulty.

I am sending the watch back to you along with my invoice. I insist that you look into the reasons for the late arrival of the product and its unsatisfactory condition. I expect an apology and a full refund as soon as possible.

Yours faithfully,

Julie Smith

Revision 3

- 1 1 inspiration 5 hair-raising 9 donate
2 source 6 faced 10 wandered
3 raise 7 reach
4 grabbed 8 conserve
- 2 1 who 3 shouldn't 5 whose
2 didn't have to 4 where
- 3 1 was/were 4 had gone
2 were 5 would you do
3 will/I'll get

- 4 1 reflection 3 truly 5 endless
2 education 4 freedom

- 5 1 should recycle
2 wish you had come with
3 afford it, she would travel
4 he wouldn't have failed
5 would have joined

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

7 Suggested Answer Key

Most children visit the zoo with their parents at some time or other and such visits are considered to be both entertaining and educational. In my view, though, keeping animals in zoos should not be allowed.

Firstly, zoos are very different from an animal's natural environment. The small concrete cages in which wild animals are often kept remind you of prisons rather than homes, as there is no space or freedom for the animals to move around.

Secondly, as a result of being kept in captivity, animals' behaviour can change. They develop odd habits such as pacing up and down or they may even become unusually aggressive. Many animals have difficulty having babies, too.

Nevertheless, some people argue that zoos protect many animals from becoming extinct. As natural habitats are being destroyed by deforestation, for example, animals are finding it difficult to survive in the wild. In zoos, however, they receive food, shelter and medical care.

All in all, I believe that zoos should be banned because they are unnatural for the animals and restrict their freedom. Instead, I am in favour of wildlife parks, where animals can live in an area which is more similar to their natural habitat.

Revision 4

- 1 1 debris 5 predictable 9 whistling
2 conduct 6 valued 10 countless
3 sank 7 gripping
4 gathered 8 glared
- 2 1 A strange noise can be heard in Taos.
2 An explanation hasn't been found for the Hum.
3 Yetis are said to live in the mountains./It is said that Yetis live in the mountains.
4 The Naga fireballs were seen by many people last night.
5 The lights are believed to have been UFOs./It is believed that the lights were UFOs.
- 3 1 isn't he 3 will you 5 are you
2 didn't we 4 shall we
- 4 1 himself 3 themselves
2 ourselves 4 yourself/yourselves

- 5 1 A, the 3 the, - 5 -, -
2 The, an 4 the, - 6 The, the

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

7 Suggested Answer Key

Dear Tom,

How are things? I want to tell you about a book I've just read because I'm sure you'll want to read it too. It's Jessica Warman's *Between*, an exciting mystery thriller.

This is an intriguing story about Elizabeth, who wakes up one day only to find herself staring at her dead body! She tries to piece together what happened, together with the help of another teenage ghost, Alex. The well-developed characters keep the reader absorbed right till the very end.

Between is well worth reading. I'm sure you won't be able to put it down if you do decide to read it!

Take care,

Ian

Revision 5

- 1 1 dropped out 5 crash 9 fees
2 asset 6 awe 10 stumbled
3 skilled 7 relief
4 focused 8 burnt out
- 2 1 My Kung Fu teacher told me (that) I must practise hard every day./My Kung Fu teacher told me to practise hard every day.
2 Tom asked me if/whether I could show him the way to the library./Tom asked me to show him the way to the library.
3 Liam told me not to be late for the lecture.
4 Henry said (that) he was doing a Biochemistry degree at Oxford.
5 She asked me what the time was./She asked me the time.
- 3 1 He reminded us to hand in our essays before Friday.
2 Ann accused Steve of breaking/having broken the printer.
3 Sue denied taking/having taken my library card.
4 Ben suggested going/that they go to the theatre.
5 He apologised for lying/having lied to me.
- 4 1 until, runs 4 after, get
2 when, finish 5 before, goes
3 By the time, arrived
- 5 1 D 2 E 3 C 4 A 5 B

6 Suggested Answer Key

Many young people choose to go to college or university. Is this necessary or does getting a university education make no difference in life?

Firstly, studying for a degree offers you great knowledge. Not only do you get a deeper understanding of academic subjects but you also learn life skills, such as living independently.

Nevertheless, university studies can be expensive. Many students have huge debts by the time they finish their course and they take years to repay them.

Another advantage to studying at university is that getting a degree will increase your chances of employment. A qualification from an institution of higher education is certainly considered an asset. However, the job market has become extremely competitive and although a university degree is an advantage, it is not the only thing potential employers seek.

One more point in favour of going to university or college is that it is a pleasant experience. Students make many new friends from different backgrounds and have an active social life, especially if they live on campus. On the other hand, some young people may not be mentally or emotionally prepared for the pressure of studying for a degree or, if they move away from home, living on their own.

All in all, there are both advantages and disadvantages to going to university or college. Not everyone may be able to handle it, which is why I believe one should consider the decision very carefully before deciding to apply to a higher education institution.

- 4 1 Only if you like yourself will people like you.
- 2 Had he not gone out every night, he might have passed his exams.
- 3 Such a good liar is he that everyone believes him.
- 4 No sooner had he left than it started raining.
- 5 So familiar is she with the dolphins that she calls them by name.

5 1 D 2 E 3 B 4 A 5 C

6 Suggested Answer Key

Dear Ben,

I hope you're well. I'd like to tell you about my brother, Mark, who's very important to me.

Mark is in his early twenties. He's tall and muscular with short, dark, curly hair and a dark complexion. He has dark eyes and a cheeky smile. He's usually casually dressed in sportswear.

Mark has a great personality. He's really patient and never loses his temper, even when I borrow his things without asking him. He's also very confident and outgoing and is the centre of attention wherever we go.

Mark is always there for me. He listens to my problems and gives me sound advice. I really admire him. He's not just my brother, he's my best friend. Write and tell me about a person you admire.

Cheers,

Stan

Revision 6

- 1 1 goatee 5 exaggerates 9 stamped
2 raised 6 convince 10 cosmetic
3 Packs 7 fidgeting
4 delight 8 signal
- 2 1 in order to 4 can't 7 because of
2 might 5 as though 8 can't
3 as 6 such 9 must
- 3 1 I will have my new phone delivered tomorrow.
2 Stacey will have her ears pierced.
3 Danny is having his nose fixed (by a plastic surgeon).
4 John has had his head shaved (by the hairdresser).

Vocabulary Bank 1
Natural disasters

- | | | |
|---|------------------|---------------------|
| 1 | 1 lightning bolt | 6 earthquake |
| 2 | flooding | 7 avalanche |
| 3 | hurricane | 8 volcanic eruption |
| 4 | drought | 9 hailstorm |
| 5 | tropical storm | 10 landslide |

- | | | | |
|---|---------|-----------|----------|
| 2 | 1 alive | 3 matter | 5 take |
| | 2 shot | 4 grabbed | 6 rising |

- | | | | |
|---|--------|------|---------|
| 3 | 1 in | 4 in | 7 to |
| | 2 on | 5 on | 8 in |
| | 3 from | 6 to | 9 under |

4 Suggested Answer Key

The worst natural disaster I have read about is the tsunami that hit Japan in March 2011. The largest earthquake in Japan's history triggered the tsunami, which hit the east coast of Japan. A total of 15,500 people were killed and 210 billion dollars worth of damage was caused to property.

- | | | |
|------|-------------|-----------------|
| 5 a) | 1 erupted | 6 was destroyed |
| | 2 event | 7 gases |
| | 3 explosion | 8 Ash |
| | 4 lava | 9 blocked |
| | 5 crater | 10 predict |

- | | | |
|----|------------|-------------|
| b) | 1 storm | 6 winds |
| | 2 reaches | 7 flatten |
| | 3 threat | 8 flooding |
| | 4 releases | 9 evacuated |
| | 5 destroy | |

- | | | |
|----|-------------|------------------|
| c) | 1 measured | 6 evacuated |
| | 2 destroyed | 7 shelter |
| | 3 rubble | 8 caused |
| | 4 collapsed | 9 tectonic plate |
| | 5 shaken | |

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

Suggested Answer Key

- Did you hear the **breaking news** on the TV?
- The river burst its banks and caused **massive flooding**.
- The volcano erupted with a **deafening roar**.
- This **dormant volcano** hasn't erupted for over three hundred years.
- The **emergency services** were on the scene in a matter of minutes.
- We ran inside to avoid breathing in the **poisonous gases**.
- The authorities arranged for **temporary shelter** for the homeless.

- I could feel the heat from the **flaming lava** even though I was far away.
- Unfortunately, the city was built on a **fault line** and earthquakes are common.
- Trees were blown down by the **violent winds** as the hurricane came ashore.

Health/Accidents/Injuries

- | | | | |
|---|--------------|--------------|----------|
| 1 | 1 faint | 6 dislocate | 11 bang |
| | 2 graze | 7 gash/wound | 12 twist |
| | 3 concussion | 8 break | 13 scald |
| | 4 dehydrated | 9 sprain | 14 cut |
| | 5 bruise | 10 scratch | |

2 Suggested Answer Key

Once, I fainted at school. I felt awful and I had to lie down in the nurse's office. My parents picked me up and took me home.

- | | | | |
|---|------------|------------|------------|
| 3 | 1 pain | 5 ease | 9 raise |
| | 2 treat | 6 reduce | 10 injured |
| | 3 crutches | 7 Wrapping | |
| | 4 apply | 8 go down | |

- | | | | | |
|---|----------|--------|-----------|------------|
| 4 | 1 pain | 3 came | 5 sip | 7 disabled |
| | 2 struck | 4 lead | 6 missing | |

- | | | | |
|---|--------------|-------------|------------|
| 5 | 1 aching | 7 struggled | 13 injured |
| | 2 administer | 8 catch | 14 operate |
| | 3 suffering | 9 saved | 15 hurt |
| | 4 prescribed | 10 survived | 16 healing |
| | 5 cured | 11 treat | |
| | 6 rescued | 12 notified | |

Weather

- | | | | |
|---|----------------|------------|--------------|
| 1 | 1 windy | 5 rain | 9 frost |
| | 2 cloudy | 6 snowfall | 10 drought |
| | 3 thunderstorm | 7 mist | 11 hailstorm |
| | 4 sleet | 8 foggy | 12 breeze |

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

- | | | | |
|---|----------|-----------|-----------|
| 3 | 1 frozen | 3 snows | 5 shining |
| | 2 glowed | 4 pouring | 6 hailing |

- | | | | | |
|---|-----------|-----------|----------|---------|
| 4 | 1 ray | 4 bolt | 7 flake | 10 dark |
| | 2 drop | 5 thunder | 8 strong | |
| | 3 extreme | 6 gust | 9 light | |

- | | | |
|------|----------------|-------------|
| 5 a) | 1 chilly | 5 forecast |
| | 2 showers | 6 snowfall |
| | 3 temperatures | 7 freezing |
| | 4 drop | 8 frostbite |

- | | | |
|----|-------------|---------|
| b) | 1 heatwave | 3 rain |
| | 2 scorching | 4 windy |

VOCABULARY BANK KEY

- 6 1 snow 3 floods 5 hurricane 7 fog
2 humidity 4 windy 6 blizzard 8 clear

7 Suggested Answer Key

Tomorrow there will be cloudy skies in the morning. Temperatures will reach 17°. There will be clear weather with bright sunshine in the afternoon and a high of 22°. It will be cooler in the evening, with clear skies and a low of 12°.

Vocabulary Bank 2

Shops & Services

- | | | | | | | | | | | |
|---|---|---|---|---|----|---|----|---|----|---|
| 1 | 1 | A | 5 | M | 9 | H | 13 | C | 17 | O |
| | 2 | D | 6 | P | 10 | K | 14 | F | 18 | L |
| | 3 | G | 7 | B | 11 | N | 15 | I | 19 | S |
| | 4 | J | 8 | E | 12 | T | 16 | Q | 20 | R |

- 2 You can buy a bunch of tulips at a florist's.
You can buy a birthday cake at a baker's.
You can buy salmon at a fishmonger's/supermarket.
You can buy a screwdriver at a hardware shop.
You can buy a box of chocolates at a confectioner's/supermarket.
You can buy a jacket at a clothes shop.
You can buy a pair of sunglasses at an optician's.
You can buy a mystery novel at a bookshop.
You can buy a gold bracelet at a jeweller's.
You can buy cough syrup at a chemist's.
You can buy a pair of boots at a shoe shop.
You can buy a fashion magazine at a newsagent's.
You can get a haircut at a hairdresser's.
You can buy motor oil at a petrol station.
You can buy milk at a supermarket.
You can buy old records at a flea market.
You can buy an old silver candlestick at an antique shop.
You can wash and dry clothes at a laundrette.
You can buy organic fruit at a greengrocer's/supermarket.

3 Suggested Answer Key

There is a supermarket, a newsagent's and a chemist's in my neighbourhood. I visit the supermarket once a week. I visit the newsagent's every day and I visit the chemist's around once a month. I buy food and groceries from the supermarket. I buy newspapers and chewing gum from the newsagent's and I buy medicine from the chemist's.

At the supermarket

- | | | | |
|--------|-----------------|----|--------------------|
| 1 a) 1 | DAIRY | 8 | FRUIT & VEGETABLES |
| 2 | MEAT & FISH | 9 | TINNED GOODS |
| 3 | HOME BAKING | 10 | DRINKS |
| 4 | BAKERY | 11 | HOUSEHOLD PRODUCTS |
| 5 | PET FOOD | 12 | FROZEN FOOD |
| 6 | CRISPS & SNACKS | | |
| 7 | PAPER PRODUCTS | | |

b) Suggested Answer Key

DAIRY: milk, cheese
MEAT & FISH: beef, salmon
HOME BAKING: sugar, flour
BAKERY: bread, cake
PET FOOD: dog food, cat food
CRISPS & SNACKS: biscuits, crisps
PAPER PRODUCTS: toilet paper, kitchen roll
FRUIT & VEGETABLES: apples, potatoes
TINNED GOODS: beans, soup
DRINKS: orange juice, cola
HOUSEHOLD PRODUCTS: bleach, window cleaner
FROZEN FOOD: frozen prawns, fish fingers

c) Suggested Answer Key

I go to the supermarket once a week. I usually buy bread, milk, cheese, beef, pasta, rice, cereal, fruit and vegetables.

- | | | | |
|--------|------------------|---|---------------|
| 2 a) 1 | credit card | 6 | price tags |
| 2 | checkout | 7 | receipts |
| 3 | shelves | 8 | shopping list |
| 4 | aisle | 9 | sliding doors |
| 5 | shopping trolley | | |

b) Suggested Answer Key

The supermarket where I go shopping is quite big. There are about twelve aisles and five checkouts. There is a fruit & vegetables section, a frozen food section, a meat & fish section, a crisps & snacks section, a household goods section and a dairy products section. There isn't a bakery but the supermarket sells bread in packets. Drinks are in the snacks section. It has everything I need.

- | | | | |
|-----|-----------------------|----|-------------|
| 3 1 | discount | 10 | display |
| 2 | coupon | 11 | queue |
| 3 | cash | 12 | offer |
| 4 | resources | 13 | offered |
| 5 | pre-packaged | 14 | bargain |
| 6 | waste | 15 | credit |
| 7 | save | 16 | money off |
| 8 | reduced | 17 | shift |
| 9 | changed the packaging | 18 | lower price |

Food & Drinks

- | | | | |
|--------|------------|----|---------------|
| 1 a) 1 | chocolate | 7 | rice |
| 2 | nuts | 8 | bread |
| 3 | meat | 9 | fruit |
| 4 | vegetables | 10 | fish |
| 5 | pasta | 11 | poultry |
| 6 | grains | 12 | fats and oils |

b) Suggested Answer Key

chocolate – dark chocolate, milk chocolate
nuts – peanuts, almonds

meat – beef, lamb
 vegetables – broccoli, peppers
 pasta – spaghetti, fusilli
 grains – wheat, oats
 rice – long grain rice, brown rice
 bread – white bread, brown bread
 fruit – apples, bananas
 fish – salmon, tuna
 poultry – chicken, turkey
 fats and oils – butter, olive oil

- 2 a) **fried:** eggs, chicken, potatoes, fish, rice, peppers, sausages
baked: potatoes, fish, beans, chicken, sausages
boiled: eggs, potatoes, carrots, pasta, broccoli, rice, beans, peas, corn
roast: beef, chicken, potatoes, carrots, peppers, sausages
grilled: beef, chicken, fish, peppers, sausages, corn
poached: eggs, fish
steamed: carrots, broccoli, fish, peas, potatoes

b) Suggested Answer Key

I like poached eggs, roast beef, fried chicken, baked potatoes, boiled carrots, baked pasta, steamed broccoli, grilled fish, boiled rice, baked beans, roast peppers, boiled peas, grilled sausages and boiled corn.

- 3 1 nutrients 5 grow 9 Unripe
 2 feed 6 soar 10 shortages
 3 starve 7 raw 11 consumer
 4 produce 8 rotten

UK Currency

- 1 a) Three pounds twenty-eight/Three pounds and twenty-eight pence
 Eight pounds/eight quid
 One pound thirty-five/one pound and thirty-five pence
 Ten pounds two pence
 Two pounds and one penny
 Six pounds fifty/six pounds and fifty pence

b) Suggested Answer Key

The currency in my country is the ruble.

- 2 1 wages 10 receipt 19 withdraw
 2 spend 11 gross income 20 expense
 3 price 12 currency 21 salary
 4 owes 13 debt 22 earnings
 5 borrow 14 bill 23 waste
 6 lend 15 playing 24 rise
 7 save 16 refunds 25 profits
 8 cost 17 pay 26 income
 9 bonus 18 bargains 27 instalments

Vocabulary Bank 3

World problems

- | | |
|------------------|-----------------------|
| 1 1 poverty | 8 ageing population |
| 2 homelessness | 9 illiteracy |
| 3 water scarcity | 10 disease |
| 4 pollution | 11 racism |
| 5 global warming | 12 population growth |
| 6 crime | 13 resource depletion |
| 7 tsunami | 14 hunger |

- | | | |
|------------------|--------------|--------------|
| 2 1 dropping out | 5 gained | 9 made |
| 2 Trust | 6 volunteers | 10 face |
| 3 adopted | 7 survive | 11 affecting |
| 4 abuse | 8 suffer | |

Raising awareness

- | | | |
|-------------|-----------|---------|
| 1 1 started | 5 grabbed | 9 raise |
| 2 promote | 6 join | 10 draw |
| 3 gaining | 7 changed | |
| 4 fight | 8 provide | |

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

- | | | |
|-----------------|---------------|------------|
| 3 1 dense | 5 habitat | 9 estimate |
| 2 destroyed | 6 grow | 10 Logging |
| 3 Deforestation | 7 ingredients | |
| 4 atmosphere | 8 produce | |

- | | | |
|--------------|-------------|------------|
| 4 1 grab | 4 reach | 7 conserve |
| 2 face | 5 collapsed | |
| 3 determined | 6 succeeded | |

Space

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

- | | | | |
|-------------|---------|-----------|-----------|
| 2 1 Mercury | 3 Earth | 5 Jupiter | 7 Uranus |
| 2 Venus | 4 Mars | 6 Saturn | 8 Neptune |

- | | | |
|-------------|------------|------------|
| 3 1 rotates | 5 colonise | 9 farms |
| 2 orbits | 6 overcome | 10 survive |
| 3 take off | 7 releases | |
| 4 exploring | 8 generate | |

Vocabulary Bank 4

UFOs

- | | |
|------------------------------|---------------|
| 1 1 alien | 8 debris |
| 2 unidentified flying object | 9 autopsy |
| 3 disclosure | 10 witness |
| 4 space | 11 wreckage |
| 5 saucer | 12 footage |
| 6 encounter | 13 spacecraft |
| 7 footprints | |

VOCABULARY BANK KEY

- 2 1 outsider 5 hijacking 9 incident
2 foreigner 6 abductions 10 sights
3 stranger 7 kidnapping 11 sites
4 alien 8 seizure 12 sightings
- 3 1 land 5 report 9 floating
2 rotates 6 shining 10 wandering
3 sank 7 soared 11 burst
4 hovered 8 camped

Strange Creatures

- 1 1 C 3 F 5 A 7 D
2 H 4 B 6 G 8 E
- 2 1 virtually 3 countless 5 highly
2 lifelong 4 convincing
- 3 1 study 5 evidence 9 science
2 existence 6 cryptids 10 pastime
3 living 7 eyewitness
4 extinct 8 legends
- 4 1 by 4 about 7 about 10 in
2 to 5 about 8 in 11 for
3 in 6 of 9 in
- 5 1 figment 4 sample 7 human
2 attention 5 value 8 disputed
3 examining 6 extinct

Prehistoric Creatures

- 1 1 preserved 4 distant 7 dormant
2 astonishing 5 optimistic
3 generally 6 lost
- 2 1 D 2 E 3 A 4 C 5 F 6 B
- 3 1 brought 3 running 5 line
2 advanced 4 lie
- 4 1 evolved 4 cloned 7 unleashed
2 roamed 5 reviving 8 hatch
3 excavating 6 conducting
- 5 1 reign 4 primitive 7 event
2 existence 5 extinct 8 mystery
3 evolved 6 theory

Vocabulary Bank 5

Martial Arts Skills

- 1 1 fight 4 lie 7 throw 10 break
2 bend 5 land 8 balance 11 do
3 kick 6 punch 9 walk 12 stand
- 2 1 gasped 4 crawling 7 build
2 achieved 5 defending 8 attacked
3 crouched 6 struggled

- 3 1 away 3 To 5 To
2 in 4 on 6 under
- 4 1 strolled 5 crawl 9 hop
2 sprinting 6 staggered 10 marched
3 stepped 7 slipped
4 dragged 8 paced

Education

- 1 1 researching 5 cheated 9 qualifies
2 taking 6 failed 10 sit
3 master 7 retaking 11 graduated
4 enrol 8 attend
- 2 1 instructor 5 coach 9 teacher
2 examiner 6 graduate 10 trainer
3 tutor 7 professor
4 postgraduate 8 librarian
- 3 1 G 3 B 5 A 7 E
2 D 4 F 6 H 8 C
- 4 1 F 2 D 3 B 4 E 5 C 6 A
- 5 1 scholarship 5 career 9 certificate
2 course 6 term 10 tests
3 curriculum 7 qualification
4 degree course 8 marks

Vocabulary Bank 6

Appearance & Character

- 1 1 sideburns 9 chubby cheeks
2 moustache 10 grey hair
3 beard 11 wrinkles
4 bun 12 curly hair
5 full lips 13 dark-skinned
6 freckles 14 fringe
7 spiky hair 15 ponytail
8 flat nose
- 2 1 angry 6 sad
2 aggressive 7 rude
3 moody 8 mean
4 grumpy 9 embarrassed
5 organised 10 fun-loving
- 3 1 C 2 E 3 F 4 B 5 D 6 A
- 4 1 graceful 4 handsome 7 plain
2 scruffy 5 ugly 8 smart
3 elegant 6 attractive

5 Height: short, tall

Build: fat, overweight, well-built, average build, slim, thin, skinny

Age: in his/her 20s, baby, elderly/old, middle-aged, teenager, in his/her late 30s, in his/her early 60s

Complexion: dark-skinned, freckled, light, olive-skinned, rosy

- | | | |
|---|---------------|---------------|
| 6 | 1 ambitious | 7 generous |
| | 2 selfish | 8 shy |
| | 3 modest | 9 independent |
| | 4 stubborn | 10 cheerful |
| | 5 reliable | 11 friendly |
| | 6 trustworthy | 12 confident |

7 Suggested Answer

- 1 My best friend is tall and very handsome. He has dark hair, brown eyes and a strong jawline. He has a tanned complexion and a muscular body.
- 2 My best character traits are that I am positive, a good leader and can communicate well with others. My worst character traits are that I am sometimes impatient and not very good at keeping secrets.
- 3 The character traits that annoy me are selfishness, arrogance and unreliability.

Body Language

- 1 a) 1 open 4 drum 7 frown 10 raise
 2 scratch 5 purse 8 cross 11 wrinkle
 3 shrug 6 bite 9 wink 12 pull out

- b) 1 confused 7 impatient
 2 uncertain 8 unhappy
 3 nervous 9 cheeky
 4 annoyed 10 shocked
 5 disgusted 11 defensive
 6 frustrated 12 surprised

- 2 1 hurt 3 telling 5 playing 7 droop
 2 maintain 4 increase 6 true 8 trust

p. WB1

- 1 1 **Time:** One Friday afternoon, last winter
Place: on the bus
People: I
Activity: travelling home
Weather: very cold, the rain was pounding
- 2 **Senses:** touch (very cold), sight and sound (the rain was pounding)
- 3 The climax event is when the bus veered off the road.
- 4 **Adjectives:** cold, hot, cooked, lucky, relieved, happy
Adverbs: (was pounding) heavily, terribly (wrong), extremely (relieved), seriously (injured), very (happy)
- 5 when, when suddenly, and then, The last thing (I remember), When, Soon after that, a couple of hours ... later, finally

p. WB2

- | | | | | |
|---|-----|-----|-----|-----|
| 1 | 1 c | 3 d | 5 e | 7 a |
| | 2 h | 4 g | 6 b | 8 f |

p. WB3

- | | | |
|---|----------------|---------------------|
| 1 | 1 Firstly | 5 Moreover |
| | 2 For example | 6 On the other hand |
| | 3 Secondly | 7 All in all |
| | 4 For instance | |

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

3 Suggested Answer Key

To begin with, we would economise on the amount of energy we use.
In addition, wildlife would be more protected.
Nevertheless, it can be argued that we do not need to ban the use of plastic bags completely.

p WB4

- 1 **Para 1:** summarises the background information about the book
Para 2: outlines the main points of the plot
Para 3: comments on the plot, the characters and the writing
Para 4: gives the writer's recommendation
- 2 The writer recommends the book positively.

Suggested Answer Key

I thoroughly recommend The Hunger Games. It's a highly entertaining read that you won't be able to put down. It's got a creative, exciting and original plot and the action is fast-paced. It's well worth reading.

- 3 **The story:** best-selling, fast-paced, science-fiction, exciting, original, thrilling, nerve-racking, touching, enjoyable
The plot: fast-paced, creative, exciting, original
The characters: interesting, strong, well-developed

p. WB5

- 1 **Para 1:** introduces the topic
Paras 2-4: each presents an argument for and an argument against working while at university
Para 5: summarises the arguments and gives the writer's opinion

2 Suggested Answer Key

Without a doubt, it can be helpful to work part-time while you are at university.
An additional benefit of working during the course of your studies is that you get professional experience.
Some people are in favour of doing part-time work while studying as you have the opportunity to do something else.

3 Suggested Answer Key

- | | |
|----------------|--------------------------|
| 1 First of all | 5 Nonetheless |
| 2 As a result | 6 The reason for this is |
| 3 Despite this | 7 In contrast, |
| 4 This means | 8 All things considered |

p. WB6

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

- 2 1 present tenses
- 2 paragraph one
- 3 informal/semi-formal (He's, I'm, we'll, likes nothing better than, spends a lot of time either playing or watching, really enjoy his company)

WORD FORMATION KEY

1 biweekly	25 memorise	49 endangers	73 postage
2 harden	26 exactly	50 pollution	74 memorable
3 comfortable	27 rudeness	51 outlived	75 shortage
4 defrost	28 existence	52 difference	76 dramatically
5 coverage	29 applications/applicants	53 circulation	77 absorbent
6 medication	30 donation	54 compulsory	78 disconnect
7 resignation	31 interactive	55 captivity	79 democracies
8 infectious	32 irreversible	56 depression	80 insincere
9 excellent	33 optician	57 jealously	81 energise
10 slavery	34 destructive	58 undercooked	82 irresistible
11 manager	35 clumsiness	59 disgraceful	83 relatives
12 writer	36 impression	60 rebuild	84 documentary
13 musical	37 addicted	61 breathless	85 sociable
14 pregnancy	38 miscalculated	62 unconscious	86 international
15 accidentally	39 immoral	63 arrogance	87 disappointment
16 unacceptable	40 refugee	64 neighbourhood	88 politician
17 shortened	41 suspension	65 knowledgeable	89 accomplishment
18 cooperate	42 tasteless	66 enlarge	90 exclusive
19 incapable	43 boredom	67 bossy	91 shyness
20 employees	44 unbearable	68 assistance	92 misjudged
21 appointment	45 safety	69 representative	93 negligence
22 Apparently	46 obesity	70 daily	
23 lonely	47 sensitive	71 extremely	
24 flexible	48 millionaire	72 supernatural	

KEY WORD TRANSFORMATIONS KEY

1 is wrong to buy clothes	24 by far the most delicious	50 is not light enough to
2 so as to see	25 had my jeans washed	51 can't tell the difference
3 advised me to learn	26 would prefer not to go	52 can't have seen
4 time you learnt	27 shouldn't have taken	53 was made to tidy up
5 was the first time	28 is nothing left	54 was called off due
6 was given directions to	29 are responsible for walking	55 possible for us to go
7 not made up her mind	30 gave a detailed description of	56 were let down by
8 was hardly anyone/were	31 (that) you let Bill know	57 as soon as she arrived
hardly any people	32 working out more will you	58 takes pride in
9 bring back memories	33 is/has been worn out by	59 so as not to get
10 is said to have	34 was the only one who	60 most exciting match I've
11 doesn't approve of	35 is Milly's intention	61 more food prices go up
12 don't hurry, we will	36 needn't have made	62 are not allowed to take
13 admitted stealing/having	37 didn't succeed in reassuring	63 having our house decorated
stolen/she had stolen the	38 would have been better	64 wondered if she could afford
ring	39 has no objection to my/me	65 she would have played
14 due to the fact that	40 for my recommendation	66 no circumstances should the
15 spite of feeling unwell	41 is likely to pass	67 to give me a hand
16 you fall behind with	42 have run out of	68 nor Sally took part in
17 is very popular with	43 no matter how much	69 had I woken up than
18 provided (that) you do	44 kept Mum waiting for four	70 to cut down on the
19 wasn't able to go	45 did nothing but stand	71 good at speaking
20 took Clara ages to write	46 find it easy to pass	72 could lend her
21 nearly as fast as	47 become a photographer until	73 costs nothing to
22 with a view to travelling	48 a pity you didn't	
23 place where <i>Braveheart</i> was	49 apologised for not visiting	

Module 1

➤ Exercise 3 (p. 7)

Extract 1: Airport authorities all over northern Europe are cancelling flights and many passengers are stranded at airports unable to fly due to the ash and dust that can cause serious damage to an aircraft in flight. Also, many people have had to leave their homes in the surrounding area.

Extract 2: There are scenes of joy and relief as the men hug their families, relieved that their ordeal is over. They are thankful for all of the efforts that led to their rescue. They still can't believe they are alive.

➤ Exercise 2a (p. 18)

- A** I can see five soldiers. They are wearing army clothes. They are all wearing gloves and hats. Four of them are looking through binoculars and one person is writing on a piece of paper. There is a vehicle behind them. I think it is a tank.
- B** There are a number of people walking along a raised walkway which runs along a flooded street. The people are wearing boots and pulling small suitcases along so I think they are evacuating from a flooded town. Along the side of the street there are shops but they are partly under the water.
- C** There is a rescue worker and a search and rescue dog. They are in a collapsed building. I can see broken concrete walls. The dog is looking into an area which has collapsed and maybe it can smell a person trapped there. The man is wearing safety gear. He is wearing blue overalls and a hard hat with a light on it.
- D** There is a large train engine. It is black with a red front with the letters SP in white. It has come off the tracks but it hasn't fallen over. There are two men by the side of the tracks in yellow jackets. I think they are discussing what to do.

➤ Exercise 4 (p. 18)

Dialogue A

- A:** There's a documentary on the 2004 Indian Ocean disaster on TV. Do you want to watch it?
- B:** I remember that! It was terrible. Thousands of lives lost underwater.
- A:** I know. The quake caused a wave as high as 30 metres in some areas.
- B:** Can you imagine? Just sitting on the beach and seeing this giant wall of water coming fast towards you?
- A:** I don't even want to think about it!

Dialogue B

- A:** Are you still going on the ski trip next week?
- B:** No, it's been cancelled.
- A:** How come?
- B:** Haven't you heard? The whole village, ski resort included, are now buried under snow.
- A:** That's right! I remember hearing something on the

news a couple of days ago.

- B:** There was a group of skiers going down the slope and were buried under the snow for hours before the rescue teams found them.
- A:** How terrible for them ... skiing happily one minute and then literally being chased by a huge mass of snow the next!
- B:** It is scary, isn't it? Luckily, their story had a happy ending.

Dialogue C

- A:** Hello?
- B:** Ben! Are you alright? Suzan called me and told me what happened.
- A:** Hi Sarah. Don't worry, we're all OK. A lot of water damage in the house, though. Carpets, furniture, some appliances ... we need to replace them.
- B:** Suzan said the water was flowing in fast and it was up to your knees in no time.
- A:** Yeah, that was scary. I mean, it had been raining for days non-stop, but we never expected anything like this to happen.
- B:** The river overflowed, right?
- A:** That's right. I suppose the authorities weren't prepared for something like this, which would explain why our little town turned into a giant swimming pool!

Dialogue D

- A:** Finally, you're here! What took you so long?
- B:** We had to take a long detour, the road was closed.
- A:** Was it? What happened?
- B:** Apparently, last night's tremor caused the side of the mountain to collapse.
- A:** Oh no! Was anyone hurt?
- B:** Luckily, no. But there was damage to some houses and there was an enormous pile of dirt and rocks blocking the main road.
- A:** I hope they clear it up soon. That's the main road into town.
- B:** They've started to, but it's going to take a while, from what they said.

➤ Exercise 9 (p. 21)

One hot July day, Matt and his friends decided to go surfing. After they loaded their surfboards into his jeep, they set off for the beach.

By the time they got to their favourite surfing spot, the weather had changed. Dark clouds had filled the sky and the wind was blowing violently. Matt continued to drive down the beach hoping to find a calmer area, but the weather only got worse.

All of a sudden, a huge wave collided with the side of his jeep, turning it upside down. Everyone screamed. They couldn't get out. Matt's friend Liz called for help on her cell phone.

Before long, an ambulance and a rescue vehicle arrived. They helped Matt and his friends escape from the overturned jeep. Everyone sighed with relief. Luckily, no one was seriously injured.

➤ Exercise 2 (p. 22)

Speaker A

Rescue teams worked through the night trying to get to anyone trapped beneath the rubble after Tuesday's violent tremors in Jakarta yesterday. Five people, including a four-month-old baby, were pulled out alive. The area continued to suffer mild aftershocks although none led to any further damage. Better weather has helped the teams after Tuesday night's heavy rain and they are optimistic about finding more survivors over the next hours and days.

Speaker B

Flights are being cancelled all over Europe as the ash cloud is drifting down from the north. That's going to cause huge problems for people going on holiday, but the authorities say there's nothing they can do and it's just a matter of waiting until the skies are clear again. There is no danger to residents in towns and cities close to the eruption, but citizens are advised to go out only if absolutely necessary and close all windows.

Speaker C

Many residents in the tiny village of Brevington woke this morning to find streets and homes under 35 cm of water. Heavy rains over the previous few days caused the river to burst its banks unexpectedly for the first time in over a century. Shop and home owners were not prepared and cleaning up the damage could cost them over half a million pounds. The waters are still rising, but conditions are expected to improve later in the day.

Speaker D

Three skiers were still missing last night after a huge avalanche in the French Alps. Tom Haverley, an experienced ski instructor in the Three Valleys area, said yesterday that visitors to that area had been warned of the high chance of avalanches and the missing skiers should not have risked skiing there. Rescue workers are doing everything they can to find the skiers, but hope for their safety is fading.

Speaker E

Last night's high winds reached 128 km per hour in some areas, causing extensive damage to property. Passengers on the 192 bus in Stockley were lucky to be alive after a falling tree crashed onto the roof, throwing passengers from their seats. Amazingly, no one was seriously hurt in the accident although several people were taken to hospital suffering from shock.

Module 2

➤ Exercise 2 (p. 27)

- 1 **Ann:** Ooh, I like these skirts, Barbara. What do you think of the red one?
Barbara: It's OK, but I think the pink one would suit you more, or perhaps the cream?

Ann: I'm really not sure ... I think I'll try them all on.

Barbara: Oh no! Look at the line for the fitting rooms!

Ann: Oh come on, it won't take long.

- 2 **Amelia:** Hi, I've just seen a necklace in the window that I like. Could I have a closer look, please?

Bob: Sure, can you point it out to me?

Amelia: Yes, it's that silver one with a little heart and a pink stone on it.

Bob: OK. I'll just get the tray out of the window and I'll show you.

Amelia: Great. Thank you.

- 3 **Alex:** Excuse me, can I try these in a size 12, please?

Becky: Sure, I'll be back in a moment ... here you are.

Alex: Thank you.

Becky: Any good?

Alex: Yes, I like them and they fit me really well. You can't wear suede in the rain, though, can you?

Becky: Well, actually we sell a really good suede protector spray to protect suede shoes in the rain.

Alex: Really? Oh, well I think I'll take them, then. And a can of the protector spray, please.

➤ Exercise 3b (p. 33)

- 1 What a nice jacket!
- 2 What beautiful sunglasses!
- 3 How great you look in those jeans!
- 4 How kind you are!

➤ Exercise 2a (p. 38)

Speaker A

Yes, good morning, I'm calling to say I still haven't received the books I ordered from your website over three weeks ago. I called this number last week, and a colleague of yours told me they would arrive by Monday. Well, it's Wednesday now, and there's still no sign of them. Please can you check if my order has been sent?

Speaker B

Hi, I ordered a dress from your website which arrived a few days ago. I've tried it on, though, and I don't think I like it after all. It isn't damaged or anything, it just doesn't suit me. Is it possible to send it back and get a refund, please?

Speaker C

Good afternoon. I ordered a teapot from your shopping site three weeks ago and you sent me a totally different model from the one I ordered. I sent it back to you, but now you've sent me the wrong one again! I know that mistakes happen, but I can't believe this has happened twice. I really do feel I deserve an apology for this.

Speaker D

Yes, hello, I'm very concerned. I recently bought a pair of jeans from your online catalogue and paid by credit

card. Now I've just received my credit card bill and I can see that you've charged me twice for the jeans. I definitely only ordered one pair. Could you look into the matter and send me a refund, please?

Speaker E

Good morning. I'm calling to complain about the sofa bed that's just been delivered from your company. Unfortunately, it's damaged. The material is all torn on the back so I'll need to return it. I'm very disappointed. It's a gift for my son's birthday, so is it possible for you to send a replacement by express delivery?

Module 3

➤ **Exercise 1b (p. 48)**

Pete: I lost my job six months ago because the company I worked for went bankrupt and had to close down. I've been looking everywhere for another place to work; in the newspapers, online – I even go around personally to businesses and leave my CV with them. So far, though, nothing! I hope something comes along soon.

Sandy: Since my car accident, when I injured both legs, I've had to learn to get around in a wheelchair. I've been having physical therapy for three months now and I'm told there's a good chance I will walk again. Meanwhile, I try to stay cheerful. Most people are very kind, helping me get onto buses and up ramps and that sort of thing.

Ann: Accepting the fact that I've lost my sight was difficult. I've always hated the idea of relying on others to help me get around. You feel such a burden. Now, I've just bought the most wonderful dog. He's a marvellous companion and never leaves my side. When we go out together, he guides me safely across the road without bumping into anyone.

Bart: Celia and I got engaged last month and I gave her a huge gold and diamond ring. Now we're looking for a house to buy. Celia really wants something with a swimming pool and stables for the horses. So long as we find something by next June – we're getting married then. After that, I've booked a luxury cruise on the French Riviera for our honeymoon.

➤ **Exercise 1 (p. 56)**

Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune

➤ **Exercise 3b (p. 58)**

Presenter: Today I'm joined by Matt Silbury. Matt recently set up a tree-planting project which aims to breathe fresh new life into urban communities. Welcome, Matt. Perhaps you can start by telling us how the project got started?

Matt: Yes, hello. Well, it all started when I moved to Lynton to be closer to my job in the city. I was born and raised in a small town in the country and it was the

first time I'd lived in such an urban environment. I found the concrete jungle of all the grey buildings there really depressing. I quickly realised I wasn't alone; other local people felt exactly the same way. So, I did some research on volunteer community projects and decided that I'd enjoy setting up a tree-planting project. It seemed like the perfect way to brighten up the area. I suggested it at a local residents' meeting and we all decided to give it a try. Then we applied to the forest commission for some money to help with the project and, luckily, they gave us permission and money to go ahead.

Presenter: Was it difficult to get people involved in the beginning?

Matt: Actually, not really. Most people really liked the idea from the start, as tree planting is something that brings an immediate and lasting change to an area. Then, as people began to see their community looking greener and more pleasant, others wanted to join in, too. People keep telling me that they feel a real sense of satisfaction doing something so practical to care for the environment. I know exactly what they mean. It's actually really nice to be able to say "You see that tree over there? I planted it!" I feel that the project has really brought the community closer, too, because we've all been working towards the same goal.

Presenter: So what does the future hold for the project?

Matt: Well, a small group of us have started trying to promote similar projects in other areas of the city. We visit a lot of community groups and events to talk about what we've done and to encourage others to do the same.

Presenter: So how can our listeners find out more?

Matt: Just go to our website www.greenspace.org. There's lots of information there about how you can either join us, donate to the project, or even start planting trees in your own community.

Presenter: Matt, thank you very much for joining us.

Matt: You're welcome.

➤ **Exercise 6b (p. 61)**

Bill: Hi, Tina! Have you got a few minutes? I have to write an essay and I'm short on ideas. I was wondering if I could pick your brain.

Tina: Sure, Bill. What's the topic?

Bill: "It should be mandatory for all young people to do charity work to protect the environment."

Tina: Oh, I have to write that one, too. Let's see ... we need two viewpoints which are in agreement with the statement. How about: "This work would benefit young people in the future." You know – things like cleaning-up beaches and planting trees would teach them how to work as part of a team – that's useful for their future jobs.

Bill: Good point. They'd also develop a greater sense of responsibility. That's another quality bosses appreciate! On the other hand, wouldn't kids think it's unfair to be forced to give up their free time to do unpaid work?

Tina: Well, maybe, and we could mention that in the essay. After all, they could argue that they're already under a lot of pressure with their studies - or work, if they've got a job.

Bill: Right. But the most important point we should make is that young people should try to help solve environmental problems, because they help to cause them.

Tina: What do you mean?

Bill: Well, for example, anyone who travels by car or uses public transportation is helping to increase the problem of air pollution. Young people travel to school or work every day. Also PCs, TVs, game consoles, DVD players, and so on, use a lot of electricity and young people use these all the time.

Tina: That's a good point! A lot of young people I know spend most of their time online or playing on their X-Box or Playstation and I suppose you could say they've got more time and energy than their parents to get involved with charity work.

Bill: Wow, Tina! We've just managed to find ideas for three main viewpoints. You're terrific! Thanks for your help.

Tina: You're welcome, Bill. Now we just have to write a good introduction and conclusion.

➤ Exercise 3 (p. 63)

Rachel: Hi Brendan. I'm so happy to see you. How did your summer go?

Brendan: Great, thanks. I did some voluntary work for six weeks with my two brothers and a couple of friends.

Rachel: Really? That's great. And where was that?

Brendan: We worked at an animal shelter up north.

Rachel: Oh all right. And what did you do exactly?

Brendan: Well, there were a lot of things to do so we all had different tasks. Some of the volunteers had to feed and clean up after the animals and sometimes even take them for walks while others helped raise money by presenting the centre to tourists in the town centre and collecting donations. I was asked to organise guided tours for tourists. It was a pretty cool job.

Rachel: That's sound interesting. You must have met a lot of people.

Brendan: Yeah. It was great. I also learned a lot about conservation and taking care of injured or sick animals. A lot of them are in a terrible condition when they arrive; they are often either terrified of us or aggressive towards us and we have to manage that. Some volunteers on the team find it difficult at first and even cry but after a while you learn that there is no point crying and you learn to act and do what's necessary to help the animals. You have to be caring with them but you also have to be strong to be able to help them.

Rachel: I imagine... the poor things. Could I come and help out next year?

Brendan: I think so. You know they never have enough volunteers so they are very happy to have people like you.

Rachel: Are you sure? I mean I have no experience.

Brendan: Anyone can learn how to take care of animals if they want to. Don't worry!

Module 4

➤ Exercise 2 (p. 78)

Kylie: Hi, welcome back ... I'm Kylie Davies and you're listening to Bookworm Corner. Today we're receiving calls from listeners about books they've recently read. My next caller today is Ann Green, an enthusiastic reader of all kinds of fiction. Hello, Ann, tell us all about the book you've just read.

Ann: Hello, Kylie! Well, the book I've really enjoyed reading recently is a crime mystery novel written by Merlin Fraser. It's actually the first book in the 'Inner Space' trilogy. It's called A New Style of Crime Mystery. So, I'm going to give you a few details just to get you interested but don't worry, I won't give away the ending! The hero of the story is Detective Inspector Nick Burton, who leads a normal life until his boss and friend, Chief Superintendent Dan Davis, is arrested and charged with murder. He doesn't want to believe that his boss could be capable of this crime, so he tries to find out the truth. But meanwhile, Davis dies in prison. The question is, was he murdered, too?

I really recommend this book to all mystery lovers. The characters are very believable, but also quite complicated and I really felt that they came to life as the story developed. I really enjoyed the author's direct, down-to-earth writing style, too. Apparently, he used to be an officer in the navy, and has a lot of experience in solving problems, which definitely comes through in his writing. Personally, I couldn't put this book down and I can't wait to read the second book in the series.

Kylie: Well, thank you Ann for your insight into what seems to be a really exciting, intriguing book. Our next caller is David from Edinburgh. David, hello! ... (fade out)

➤ Exercise 1 (p. 79)

The Day of the Triffids is a science-fiction novel written in 1951 by John Wyndham (1903-1969). He was a British author and this book established him as an important writer and remains his most famous novel. In this book, the triffids are tall plants with legs that seem intelligent, but are aggressive and attack mankind with their poisonous stings. The book has been adapted for TV twice and was also made into a film.

➤ Exercise 3 (p. 83)

Dialogue A

A: Hey Ben! Great costume!

B: Thanks! I thought I'd come as Luke Skywalker, since the cast from Star Wars will be here to meet the fans.

- A:** Weren't they here last year?
B: No, that was the cast of Star Trek. I can't believe you call yourself a sci-fan fan!
A: Oh come on, give me a break, will you? We've been going to at least two of these things every year for the last four years. I got confused!
B: Alright, alright. Now, let's go and see what's happening over there, next to the gaming section.
A: I think it's the writer of that fantasy novel that's just come out. He's giving autographs or something.
B: Stan Blaine? I'm dying to meet him, let's go!

Dialogue B

- A:** Paul! I didn't know you took Astronomy too!
B: Oh hi, Anne! Take a seat next to me. Actually, it's a required subject for my course.
A: I see. Anyway, Professor Betts is running a bit late today, isn't he?
B: He does that, sometimes. I love his talks, though.
A: Me too. He's always well-prepared and presents his material in a clear, easy to understand way.
B: Yes, and he's quite funny too.
A: He is. No wonder the auditorium is always packed.

Dialogue C

- A:** Look at these space rocks! I can't believe I'm looking at pieces of the moon!
B: Cool, isn't it? And what about that replica of a spacecraft over there? That's amazing.
A: It is! I think you can buy a kit at the gift shop and assemble your own spacecraft.
B: Yeah, I heard the guide say so.
A: What's in there?
B: It's a whole section dedicated to the birth of the space age.
A: Oh yes, I read about that in the brochure. They've even brought in Yuri Gagarin's spacesuit and different gadgets cosmonauts and astronauts used during the first flights to space.
B: Wow, let's go and have a look at the exhibits.

Dialogue D

- A:** Well, that was amazing, wasn't it? It's a shame shows only last for 30 minutes.
B: I know, it felt so real ... as if we were really travelling through space.
A: Apparently, we were looking at one of the biggest and most advanced dome-shaped screens in the world.
B: That's right, I read about it in the paper.
A: Do you want to catch another show?
B: Sure, what's on?
A: Well there's a show on at 4:15 called 'Our Space Neighbours'. It's an interactive show in which the audience votes on which planet to visit and then we explore the planet in depth.
B: That's sounds brilliant! Let's go and get tickets.

Module 5

> Exercise 2 (p. 87)

Host: Welcome to the show and today our guest is Dr Tom Baker author of *Lifelong Learning* a new book which has got a lot of people talking. So, tell us a bit about the book.

Tom: Well, basically it's about how and when we acquire different skills in life. I discuss the skills we develop throughout our lives and how learning is a lifelong process and not just something we do between the ages of five and eighteen when we receive our formal education.

Host: I see. What sort of skills do you mean?

Tom: Well, we all need a wide range of skills in order to succeed in life. For example, we need to learn cognitive skills to be able to develop our concentration and memory and learn how to think so that we can begin problem solving. We also need perceptual skills so we can interpret presented information and social skills in order to be able to relate well to other people. Then there are all sorts of sub-skills such as creative thinking and decision making not to mention practical skills and work-related skills.

Host: So how, when and where do we learn these skills?

Tom: A lot of these skills we learn naturally from being in different social situations and environments. We literally pick them up without realising it. However, others we have to work hard to acquire.

Host: I see.

Tom: Cognitive skill development, for example, begins naturally in infancy and is primarily encouraged by parents and family, but it is further developed at nursery school by caregivers with educational toys and games and then when we go to school, college, university and beyond we develop these skills further.

Host: So educational institutions are obviously very important, then.

Tom: Of course. Everyone should receive an education that helps them to develop important skills such as independent thought and judgement. They also need to be able to make their own decisions, solve their own problems and shoulder their own responsibilities. Teachers, parents and caregivers can help children to grow up with the personal resources and intellectual tools they need to understand the world and behave as responsible human beings. But we are learning all the time from all sorts of different influences.

Host: Specifically?

Tom: Well, we develop social skills from interacting with our peers, joining social groups, making friends at school, meeting and working with colleagues in the workplace and so on.

Host: Aha.

Tom: In truth, we never stop learning and our understanding can be developed and improved by all kinds of human experiences. Take travelling, for example. Many teenagers take a gap year between uni

and starting work to travel and have varied and interesting experiences. Other people retire somewhere warm and find themselves learning a new language in their later years.

Host: Okay. But what about people who don't do well in school, don't go to university, have a boring repetitive job and don't have the opportunity to go abroad. What opportunities do they have to learn?

Tom: Well, we all have free time. Our leisure activities are important learning opportunities. We can learn physical skills, artistic skills and practical skills at any age from the different activities we do in our free time. Most people these days have a computer and everyone can develop their IT skills and open themselves to the Internet which is a huge source of information for people who want to learn anything and everything!

Host: That's fair enough. But what of the absolute sloth who does nothing in their free time except flop down in front of the TV?

Tom: (chuckles) They can learn from TV and radio programmes, magazines, newspapers and so on. They can learn to filter and organise information so they find what is interesting to them amongst the visual and audio messages they are bombarded with.

Host: Okay. Now I happen to think that the most important life skills are common sense and good judgement but these are not taught in schools or anywhere. How can someone develop these skills?

Tom: Well, these are more or less innate skills that we pick up by going through different life experiences. Basically, learning by our mistakes or better still by watching others' mistakes and not making the same ones.

Host: (laughs) Well, it's a fascinating topic but I'm afraid we're out of time! *Lifelong Learning* is available now from all leading retailers. Thank you so much for coming in today ... (fade)

➤ Exercise 2b (p. 90)

Sam: I'm enrolled at the London School of Business and Finance and I'm studying for a Master's in Business Administration part-time through distance learning. The great thing about this course is that it offers free access to study material, videos, lectures, panel discussion groups and student advisors that are available through an app. I thought I wouldn't be able to do it because I wouldn't have the time but this is the perfect solution for me because I can access the material anytime from my own home at the click of a mouse.

Brian: I'm studying with the Open University and it's fantastic. I can log on whenever I want and study at my own pace and all the resources I need are at my fingertips. I can email or chat online with a tutor anytime I need any help and I don't have to pay a fortune for books. I'm very happy with this method of learning.

Mary: I'm learning English with a tutor who comes to my house. It's great to study at home but the best part is that I get one-to-one attention. I don't have to sit in a large classroom and worry about not hearing or understanding the lesson. My tutor goes over everything with me as many times as I like and at my own pace. I actually think that I'm learning a lot faster than I would in a traditional classroom situation.

➤ Exercise 2b (p. 98)

In picture A, there are two teenage students sitting at a table whereas, in picture B, there are two mature students and a teacher. In picture A, the girl on the left is using a laptop and the boy on the right is looking in a textbook. In comparison, in picture B the woman on the right is using a computer and the teacher is looking at the screen over her shoulder. There is a man on the left who is also looking at the woman's screen. The students in picture A could be in a library. They may be researching the same topic together or working on a project together. They are working independently outside the classroom. By contrast, in picture B, the students seem to be in a classroom learning practical computer skills with the teacher on hand to help and answer questions.

➤ Exercise 5 (p. 98)

Speaker A

It took me some time to settle in to university life. On my first day, I found out that the university had forgotten to put me on the list for a room in the halls of residence. I had to stay in a B&B for two weeks and there was an hour-long bus ride to get to my classes every day! I didn't make many friends at the beginning either, but when I moved into a flat near campus with two other girls, that solved everything.

Speaker B

When I was choosing which university to go to, I wanted to make sure that I could talk to my sister every day and still enjoy my mum's cooking so I decided to enrol at a university which is only 45 miles away from my family and I go home every weekend. It's great; I get all the excitement of university and all the comforts of home, too.

Speaker C

I have three children aged between 6 and 10 and although I love looking after my family, I have always wanted to do an English degree. I doubted that I would have the time to attend lectures and keep up with everything that needs doing at home too, but I'm happy to say that so far I'm managing to do it. I just have to be extra organised that's all, doing more housework and other jobs at the weekends so that I can study more during the week.

Speaker D

I wasn't really prepared for university. To be honest it was quite a shock to me. The workload was huge and

the reading lists for each subject were intimidating. The lecturers give you guidance, but you have to do an enormous amount of research in the library. It's very different from school, but slowly I got to grips with it and I feel like I've handled everything quite well so far.

Speaker E

When I finished college, all my friends were going to university, so I thought it would be a good idea to study PE, but there was so much written work about fitness and nutrition on the course that I really struggled to keep up. Eventually I decided it would be best for me to do something totally different. So I dropped out and got a job working in a gym as a personal trainer. Now, I'm doing a job I love and I'm much happier.

➤ Exercise 2 (p. 103)

Presenter: Now, if you're thinking about taking a gap year but you're not sure what to do with it, our next guest may be able to help you. Welcome, Amy.

Amy: Hello.

Presenter: First of all, Amy, why did you decide to take a gap year?

Amy: Because I felt like I'd had enough of formal education, in short. By the time I'd sat my high school exams, I needed a break from studying. Also, I'd never had a job, so I wanted to get some work experience.

Presenter: So did you go abroad for that, like most gap year students?

Amy: Not straight away. I knew I wanted to go to Africa to work as a conservation volunteer. I had a friend who did it and she said that it was the best experience of her life, so I wanted to do the same thing. The problem was, the programme was pretty expensive, so I decided to fund myself by working for a while in the UK first.

Presenter: Was it easy to find something?

Amy: Reasonably. I registered with an employment agency. I said I would be happy to do any kind of office work. Before long, I was getting work covering for sick office workers: answering telephones and data entry work – that sort of thing. It was quite tedious but it was good for my CV, definitely.

Presenter: And did you succeed in saving enough money to get you to Africa?

Amy: It took more than half of my gap year, but I got there in the end!

Presenter: And did you enjoy it as much as your friend?

Amy: Oh, for someone like me who loves wildlife, it was a dream come true. Just living on a South African game reserve is an experience. We'd wake up to the sound of so many birds and often we'd hear lions roaring while in bed at night. The work involved following and observing big cats like lions and cheetahs. I even helped to fit a monitoring collar on a cheetah one day.

Presenter: Wow! What was the downside to it?

Amy: The accommodation was quite basic and there wasn't much privacy. The volunteers on the project lived in a farmhouse and nobody has their own room. There was no electricity and the showers were always cold. But actually all those things did me good. Now I really appreciate everything I have here in the UK.

Presenter: What would you say you learned from the experience?

Amy: So many things! A lot of teamwork skills, in particular. I also learnt how to use technology I'd never even seen before, like walkie talkies and a GPS. I learnt basic first aid, too. Oh, and I even got a little teaching experience at a local school.

Presenter: It sounds wonderful. If you'd like to learn more about the project Amy took part in, visit our website.

Module 6

➤ Exercise 3 (p. 118)

Good morning everyone and thank you for coming today. My name is Brendan Scott and I have over 15 years of experience in communication management. Now, unfortunately, it isn't always easy to get on with other people but when we do have disagreements, if we learn to communicate with each other better, we'll sort out our differences much faster and much more easily.

So, today I'm here to talk to you about some communication techniques that you can try using when you are involved in a conflict with someone. Now, the best type of communication involves a lot of listening! Lots of people think that they are listening when really they are thinking about what they are going to say next. A really good thing to do after someone has finished speaking is to repeat what they said back to them. That way they know that you are paying attention to them and will be more willing to listen to you when you start explaining your point of view.

Another good tip is to use 'I' messages. What this means is saying things like "I feel unhappy and frustrated when this happens" rather than "you're wrong". If you always blame the other person they may feel attacked and become angry and defensive and this will not help you sort out your differences!

A common mistake is not taking responsibility for your own mistakes. Don't be afraid to say "I know you only acted like that because I was being unreasonable". This shows maturity and often encourages the other person to be kinder and admit their mistakes, too. As a result, you begin to understand each other a bit better.

Remember that the best solution is often a compromise. It's not about "winning" an argument, but making sure you are both happy with the outcome. Thank you very much for listening to me today and I hope my suggestions help next time you have a disagreement with someone.

➤ Exercise 4 (p. 124)

Dialogue A

A: I just can't stand her.

B: Why? What is wrong with her?

A: She is a gossip and a total drama queen.

B: Oh come on! Drink your coffee and forget about her.

A: I think I need another one actually. Can you call the waiter?

B: Actually, I think we should be going. I've got my dental appointment soon.

A: All right. Let's go.

Dialogue B

A: Good evening. How can I help?

B: Hi. Do you have any programmes to help lose weight?

A: Yes, of course. We have a great programme with an instructor who will advise you and go through all the exercises. You will have use of all the exercise machines as well as a sauna and a swimming pool.

B: How much is it?

A: If you become a member it is included in the price, that's £59 a month.

Dialogue C

A: Hi, Sheila. Nice to see you again.

B: Hi, Linda. How are you?

A: Great thanks. Now, what would you like done this time, Sheila?

B: I'm fed up with the way I look so I was thinking of getting some highlights?

A: Oh, all right then. Good idea. Have a seat and Jane will take care of you in a second.

Dialogue D

A: Hello. How can I help?

B: I'm afraid I've got a terrible toothache.

A: Oh, I'm sorry to hear that.

B: Yes, I can't stand the pain any longer. I was wondering if you could see me now or if I need to make an appointment.

A: Sure. Have a seat and I'll be with you in about ten minutes.

B: Oh, thank you ever so much.

Evaluations

Formative Evaluation Chart

Name of game/activity:

Aim of game/activity:

Module: Unit: Course:

Students' names:		Mark and comments
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
21		
22		
23		
24		
25		

Evaluation criteria: c (green) w (yellow) n (red)

Cumulative Evaluation

Student's Self Assessment Forms

CODE

**** Excellent

*** Very Good

** OK

* Not Very Good

Student's Self Assessment Form

Module 1

Go through Module 1 and find examples of the following. Use the code to evaluate yourself.

• talk about recent world events	
• talk about accidents that have happened to me	
• talk about my favourite/least favourite TV programmes	
• decide what to watch on TV	
• give bad news and react to it	
• talk about personal likes/dislikes	
• deliver a news report about a recent accident/disaster	
• compare a natural disaster in my country with another disaster	
• take part in a TV interview with a climber	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write sentences describing a natural disaster	
• write a story about a nasty experience	
• write a quiz related to the theme of the module	
• write about an experience involving weird weather phenomena	

CODE			
**** Excellent	*** Very Good	** OK	* Not Very Good

Student's Self Assessment Form

Module 2

Go through Module 2 and find examples of the following. Use the code to evaluate yourself.

• talk about shops in my area	
• buy/sell clothes in a shop	
• make/respond to complaints and request action	
• talk about a faulty product I bought	
• talk about a well-known product from my country	
• compare your kitchen with a 1950s one	
• describe a woman's lifestyle	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write sentences about modern inventions	
• write an email of complaint	
• write a quiz related to the theme of the module	
• write sentences about responsible shopping	
• write sentences comparing my lifestyle with another person's	
• write sentences about the benefits of vertical farming	

CODE			
**** Excellent	*** Very Good	** OK	* Not Very Good

Student's Self Assessment Form

Module 3

Go through Module 3 and find examples of the following. Use the code to evaluate yourself.

• talk about how I could improve my community	
• talk about the lifestyle of a particular social group	
• make a donation/explain how to donate to a charity	
• talk about the problems of colonising space	
• describe an imaginary space trip	
• express my opinion on the topic of recycling	
• take part in a radio interview with someone who has explored the Amazon Rainforest	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write an account of a day as an unemployed person	
• write a letter about a volunteer experience	
• write a short text about a festival in my country	
• write sentences about deforestation	
• write an opinion essay	
• write sentences about whether I would choose to live in a space colony	
• write a quiz related to the theme of the module	

CODE			
**** Excellent	*** Very Good	** OK	* Not Very Good

Student's Self Assessment Form

Module 4

Go through Module 4 and find examples of the following. Use the code to evaluate yourself.

• talk about mysterious events/places	
• book tickets for a guided tour	
• talk about dinosaurs and other extinct creatures	
• talk about books I have read	
• talk about my favourite/least favourite types of books	
• compare pictures	
• talk about haunted places in my country	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write a paragraph about a UFO discovery tour	
• write a summary of a text about monsters	
• write a letter reviewing a book	
• write a quiz related to the theme of the module	
• write sentences describing a visit to a mysterious place	

CODE****** Excellent******* Very Good****** OK***** Not Very Good****Student's Self Assessment Form****Module 5****Go through Module 5 and find examples of the following. Use the code to evaluate yourself.**

• talk about school studies	
• take part in a radio interview about life at a Shaolin school	
• borrow a library book	
• take part in a radio interview about video lectures	
• talk about gap year experiences	
• describe and compare pictures	
• talk about the pros and cons of different learning methods	
• explain how to train the brain to remember things	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write sentences about an experience training with monks	
• write a paragraph about an educational award/youth organisation	
• write a for-and-against essay	
• write a quiz related to the theme of the module	
• write sentences describing an inventor's feelings	
• write sentences about how free education helps people	
• write a paragraph about a famous award	

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.

• describe people I know	
• describe people in photos	
• talk about a traditional dance or ceremony in my country	
• rearrange an appointment	
• talk about body language	
• give a talk about the life's work of a scientist	
• criticise others and apologise	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• make notes on a text about changing one's appearance	
• write a paragraph about a negative personality type	
• write a letter describing a person	
• write a quiz related to the theme of the module	
• write sentences expressing my opinion on the topic of appearance	

Progress Report Cards

Progress Report Card

..... (name) can:		Module 1	
	very well	OK	not very well
talk about recent world events			
talk about accidents that have happened to them			
talk about their favourite/least favourite TV programmes			
decide what to watch on TV			
give bad news and react to it			
talk about personal likes/dislikes			
deliver a news report about a recent accident/disaster			
compare a natural disaster in their country with another disaster			
take part in a TV interview with a climber			
write sentences describing a natural disaster			
write a story about a nasty experience			
write a quiz related to the theme of the module			
write about an experience involving weird weather phenomena			

Progress Report Card

..... (name) can:	Module 2		
	very well	OK	not very well
talk about shops in their area			
buy/sell clothes in a shop			
make/respond to complaints and request action			
talk about a faulty product they bought			
talk about a well known product from their country			
compare their kitchen with a 1950s one			
describe a woman's lifestyle			
write sentences about modern inventions			
write an email of complaint			
write a quiz related to the theme of the module			
write sentences about responsible shopping			
write sentences comparing their lifestyle with another person's			
write sentences about the benefits of vertical farming			

Progress Report Card

..... (name) can:		Module 3		
	very well	OK	not very well	
talk about how they could improve their community				
talk about the lifestyle of a particular social group				
make a donation/explain how to donate to a charity				
talk about the problems of colonising space				
describe an imaginary space trip				
express their opinion on the topic of recycling				
take part in a radio interview with someone who has explored the Amazon Rainforest				
write an account of a day as an unemployed person				
write a letter about a volunteer experience				
write a short text about a festival in their country				
write sentences about deforestation				
write an opinion essay				
write sentences about whether they would choose to live in a space colony				
write a quiz related to the theme of the module				

Progress Report Card

..... (name) can:		Module 4		
	very well	OK	not very well	
talk about mysterious events/places				
book tickets for a guided tour				
talk about dinosaurs and other extinct creatures				
talk about books they have read				
talk about their favourite/least favourite types of books				
compare pictures				
talk about haunted places in their country				
write a paragraph about a UFO discovery tour				
write a summary of a text about monsters				
write a letter reviewing a book				
write a quiz related to the theme of the module				
write sentences describing a visit to a mysterious place				

Progress Report Card

..... (name) can:	Module 5		
	very well	OK	not very well
talk about school studies			
take part in a radio interview about life at a Shaolin school			
borrow a library book			
take part in a radio interview about video lectures			
talk about gap year experiences			
describe and compare pictures			
talk about the pros and cons of different learning methods			
explain how to train the brain to remember things			
write sentences about an experience training with monks			
write a paragraph about an education award/youth organisation			
write a for-and-against essay			
write a quiz related to the theme of the module			
write sentences describing an inventor's feelings			
write sentences about how free education helps people			
write a paragraph about a famous award			

Progress Report Card

..... (name) can:	Module 6		
	very well	OK	not very well
describe people they know			
describe people in photos			
talk about a traditional dance or ceremony in their country			
rearrange an appointment			
talk about body language			
give a talk about the life's work of a scientist			
criticise others and apologise			
make notes on a text about changing one's appearance			
write a paragraph about a negative personality type			
write a letter describing a person			
write a quiz related to the theme of the module			
write sentences expressing their opinion on the topic of appearance			

WORKBOOK KEY

Module 1

1a

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

- b) 1 volcanic eruption
2 freelance photographer
3 freezing temperatures
4 sleepless nights
5 dormant volcano
6 stunning photographs

- 2 1 stay 3 shake 5 block
2 evacuate 4 take 6 provide

- 3 1 look, have been hiking
2 Have you ... had, tripped, broke
3 have you done/did you do, slammed
4 do you go, go, am going
5 are diving, are enjoying
6 were you doing, was doing, were watching

- 4 1 leaves 6 were hiking
2 are searching 7 was climbing, slipped
3 has found 8 goes
4 has been taking 9 have been digging
5 travelled

1b

- 1 1 remote 5 struggled 9 survive
2 struck 6 pain 10 rescue
3 broke 7 dehydration 11 spotted
4 notify 8 desperate

- 2 1 motivational 4 disabled 7 aid
2 credit 5 troubled 8 delirious
3 sacrifice 6 prosthetic

- 3 1 had been walking 4 had forgotten
2 had seen 5 had been waiting
3 had Aron been climbing

4 (Suggested Answers)

- 1 he had been jogging all afternoon.
2 left before she arrived.
3 the children had gone to bed.
4 missing for two days, the police spotted him.
5 someone had stolen all her money.

- 5 1 had enrolled 4 had forgotten
2 had packed 5 had been waiting
3 had been walking

1c, d

- 1 1 declared 3 begged 5 pumped
2 struggled 4 smashed

- 2 1 strengthen 3 powerful 5 recovery
2 residents 4 looting

- 3 1 boring 3 funny 5 predictable
2 educational 4 relaxing 6 exciting

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

5 (Suggested Answer)

A: Why are you watching this silly cooking show?

B: I actually enjoy watching cooking shows.

A: What's on later?

B: Why don't you look in the TV guide?

A: Well, there's a documentary about penguins on Channel 5 or a sitcom on Channel 6.

B: Isn't there anything else on?

A: *Make a Deal* is on Channel 4. You know, it's a game show. We can watch that.

B: OK. I like the sound of that.

A: As long as we can change the channel at 6. I'd like to watch the wildlife programme.

B: OK. That's fine with me!

1e

- 1 1 miracle 4 astonished 7 wildfire
2 ignited 5 whirling
3 phenomena 6 restore

- 2 1 of 5 that/which 9 up
2 another 6 how 10 more
3 most 7 are 11 one/some
4 will 8 an 12 out

- 3 1 B 3 D 5 A 7 C 9 A 11 A
2 C 4 B 6 B 8 A 10 C 12 C

1f

- 1 1 devastating 5 aftershocks 9 evacuation
2 frantic 6 triggered 10 shook
3 collapse 7 stranded 11 rubble
4 partial 8 courageous 12 epicentre

- 2 1 swept 3 headed 5 closed 7 rolled
2 ripped 4 struck 6 clung 8 loaded

- 3 1 many 4 Most 8 how much
2 great deal 5 many 9 Several
3 a large number of 6 a few 7 Some

- 4 1 both 3 Neither 5 whole
2 Either 4 None

1g

- 1 1 earthquake 4 tsunami 7 explosion
2 landslide 5 flood
3 avalanche 6 war

2 1 BLACKENS 3 COLLAPSES 5 BLAST
2 INJURES 4 RESCUE 6 DAMAGED

3 1 b 2 b 3 a 4 a

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

1h

1 1 tremendous 4 tectonic, fault 7 eruption
2 powerful 5 undersea 8 ecosystem
3 giant 6 landslide

2 1 ripples 3 impact 5 shore 7 loss
2 scale 4 flattened 6 path

3 1 off 3 down 5 up 7 on
2 away 4 out 6 out

4 A 2 B 5 C 4 D 1

1i

1 (Suggested Answers)

- 1 Last summer, in the Caribbean.
- 2 The climax event was the yacht sinking and their using the rescue dinghy.
- 3 In the end, a rescue boat saved them and they were interviewed on the local radio station.
- 4 They felt relieved in the end.

- 2 1 we went to the Caribbean
2 we went sailing
3 a strong wind started to blow
4 a large wave threw us against a rock
5 the boat started to sink
6 we were rescued by a motorboat
7 the local radio station interviewed us

3 1 experienced 3 dark 5 open
2 fantastic 4 violent 6 lucky

4 1 happily 3 strongly 5 quickly
2 suddenly 4 wildly 6 extremely

5 1 pleased 4 deafening 7 thrilling
2 difficult 5 dark 8 dangerous
3 calm 6 terrifying

6 1 violently 3 carefully 5 slowly
2 anxiously 4 unexpectedly 6 rapidly

7 1 suddenly 3 before long 5 As
2 Then 4 Ten minutes later

The linking words used in the story are: *when, suddenly, before long, soon, then, when, the next day.*

8 1 As soon as we arrived at the beach, we went for a swim.

2 He put on his bathing suit, then he went swimming.

3 The adults were sunbathing while the children were swimming.

4 When I arrived at the airport, I realised that I had forgotten my passport.

5 Before I checked out of the hotel, I packed my suitcase.

9 Last summer, I went on the holiday of a lifetime to the Caribbean with my friends, Tom and Sarah. The sun shone every day.

10 a) (Suggested Answer)

Last weekend, Tim and his friends decided to go hiking up a snowy mountain. It was a sunny but cold day. Tim was excited because he'd never been hiking before. Unlike Tim, his friends were experienced hikers.

b) (Suggested Answer)

- 1 Three friends went hiking up a snowy mountain.
- 2 One friend fell and injured his arm.
- 3 The girl threw him a rope to help him while the other friend signalled a rescue helicopter.
- 4 The helicopter lifted the injured man to safety.

The climax event could be when they were trying to rescue the injured friend.

11 (Suggested Answer)

Last weekend, Tim had some time off from work and he decided to go hiking up the snowy mountain with his friends, Mary and Frank. It was bitterly cold when they set off early in the morning, but the sun was shining and they were looking forward to the fresh air and exercise.

By lunchtime, they were halfway up the mountain. Tim looked up at the sky and saw some dark clouds that were getting nearer and nearer. As they looked for shelter, the first snowflakes started to fall. The snow got heavier and heavier and soon they were in the middle of a blizzard.

As Tim made his way through the snow, he slipped and fell into a ravine. He howled in pain; it felt like he had broken his arm and in the raging storm he couldn't hear or see anyone. Luckily, Mary had seen him fall and lowered a rope she had in her rucksack to pull him out. In the meantime, Frank had phoned for a rescue helicopter and as Tim was pulled out of the ravine, they saw a helicopter arriving to take him to the nearest hospital.

Later that day, safe and sound in a hospital bed, Tim sighed with relief. He looked back on his adventurous day and promised himself that next time he went hiking, he would check the weather forecast first!

English in Use

- 1 1 buried 5 Rescuers 9 unstable
2 violations 6 entrapment 10 successfully
3 initially 7 depths
4 Luckily 8 supplies

- 2 1 has been camping for
2 the first time (that) she
3 (had) hit before declaring/they declared
4 did he sprain
5 has been rock climbing since

Speaking

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

Language & Grammar Review

- 1 B 6 B 11 D 16 A 21 A
2 B 7 A 12 C 17 B 22 B
3 D 8 D 13 B 18 D 23 B
4 C 9 D 14 B 19 A 24 C
5 D 10 B 15 A 20 B 25 B

Reading Task

- 1 T 3 NS 5 NS 7 T
2 F 4 F 6 F 8 T

Building Up Vocabulary

- 1 1 tabloid 8 bulletin 15 contestants
2 headline 9 newsflash 16 blizzard
3 broadsheet 10 viewer 17 drought
4 journalist 11 spectator 18 tornado
5 announcer 12 audience 19 cloudy
6 commentator 13 opponents 20 stormy
7 broadcast 14 participants 21 breezy
- 2 1 constantly 5 frozen 9 occasionally
2 natural 6 horizontally 10 disappointed
3 explosion 7 impressive 11 infrequently
4 truth 8 magical 12 occurrence

Language Knowledge – Module 1

- 1 1 C 3 B 5 B 7 D
2 A 4 B 6 A
- 2 1 had been working/worked, took
2 goes, out
3 has been watching, studying
4 used to, presents
5 knew, had visited
- 3 1 has been erupting for
2 hasn't driven since
3 haven't changed since
4 were hardly any
5 has been one year since

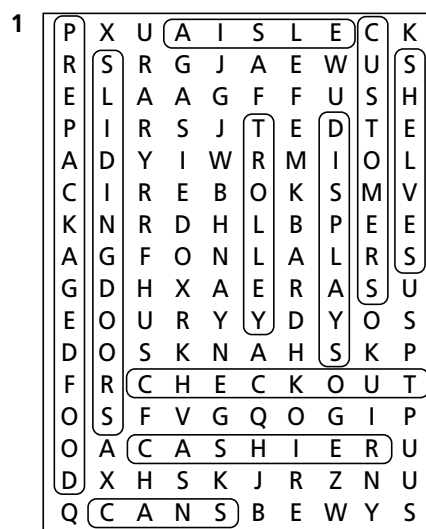
- 6 not used to flying
7 was the first time
8 have been lots of changes
9 has been open for
10 waited until I arrived before
11 aren't many people that/who

Module 2

2a

- 1 1 F 2 E 3 C 4 B 5 A 6 D
- 2 1 develop 4 generate 7 turn into
2 dissolves 5 demonstrate
3 prints out 6 invented
- 3 1 C 3 A 5 B 7 G
2 E 4 D 6 F
- The picture shows 'consumer society'.
- 4 1 assembly 3 fitness 5 instantly
2 endless 4 functional
- 5 1 are going to spend 6 Are you meeting,
2 will be flying will be studying
3 am going, will come 7 will not take
4 are moving, will love 8 am having
5 is going to paint 9 will help

2b



- 2 1 overflowing 4 coupons 7 deal
2 level 5 treats 8 grab
3 waste 6 line
- 3 1 the largest 4 less, less
2 The hungrier, the more 5 good
3 more expensive 6 the biggest

- 4 1 to go 5 walking 9 spending,
2 to buy 6 using saving
3 to be 7 stick 10 looking
4 to find out 8 paying

2c, d

- 1 1 goes back 3 invented 5 staple
2 durable 4 big hit 6 generation
- 2 1 fussy 3 ingredients 5 banned
2 trade 4 formula 6 brass
- 3 1 cotton 3 sales
2 crispy 4 wonder
- 4 1 sale, out 3 try 5 by
2 size 4 fit 6 receipt

- 5 1 What a 2 How 3 What 4 How

6 (Suggested Answer)

A: Do you need any help?
B: Yes, I'm looking for a red dress.
A: What size are you?
B: I'm a 12.
A: This red dress is from our new line.
B: Can I try it on, please?
A: Of course, the fitting rooms are over there, on the left ... Any good?
B: Yes, I love it. I'd like to buy it. Can I pay by credit card?
A: Yes, that's no problem. That's £12.99, please.
B: There you go.
A: Just sign here, please. Your receipt is in the bag.
B: Thank you very much, goodbye.
A: Have a nice day!

2e

- 1 1 appliances 4 convention 7 spoiled
2 wide 5 out of sight 8 values
3 longs 6 fast-paced
- 2 1 artificially 6 environmentally
2 traditional 7 optimistic
3 emissions 8 famous
4 sustainable 9 hopefully
5 effective 10 unappealing
- 3 1 D 3 D 5 A 7 B 9 A 11 D
2 C 4 D 6 B 8 C 10 B 12 C

2f

- 1 1 environmentally 5 mankind 9 lush
2 nutrients 6 convert 10 soared
3 wonders 7 wasteland
4 structure 8 consume

- 2 1 risen 4 springing 7 powered
2 challenge 5 save 8 costs
3 produce 6 draining

- 3 1 will have mowed 5 will have been repairing
2 will have finished 6 will have closed
3 will have written 7 will have been
4 will have increased travelling

- 4 1 will have finished 5 will have sold
2 will have been driving 6 will have
3 will have been working received
4 will have been waiting

2g

- 1 A 4 C 7 E 8 G 2
B 3 D 1 F 6
- 2 A 5 B 1 C 6 D 3 E 2
- 3 1 chip 2 hole 3 missing 4 torn

2h

- 1 1 throw out 3 conditions 5 treat
2 reduced 4 bargain-hunting
- 2 1 awareness 3 acceptable 5 traditional
2 unnecessary 4 wisely
- 3 1 up 3 out 5 by 7 over
2 along 4 across 6 ahead
- 4 1 3 3 1 5 3
2 1 4 2 6 1

2i

- 1 1 She is writing to complain about bad customer service.
2 Ann wants the shop to apologise to her and to investigate the way the customer service desk treats customers.
3 Dear Sir/Madam, Yours faithfully
- 2 Complaints: damaged clothing item
unhelpful customer service staff
a rude clerk
Justifications: a hole in the shirt's sleeve
ignored the customer
loudly complained about the customer

- 3 1 C 2 B 3 A

- 4 1 m 2 s 3 s 4 m 5 m

- 5 1 Despite the fact that I paid for next day delivery, the item took three days to arrive.
2 In spite of me/my having the receipt, the sales assistant wouldn't give me a refund.

- 3 Although the jacket was expensive, the quality of it was poor.
 4 Even though I received a refund, I am still not satisfied.
 5 The shop wouldn't replace the item, despite it being damaged.

- 6 a) 1 Even though 4 Furthermore
 2 Although 5 Despite
 3 but 6 Therefore

b) despite, in fact, furthermore, although, overall, therefore.

- 7 1 but 3 Furthermore 5 Although
 2 however 4 despite 6 Therefore

8 (Suggested Answer)

- 1 the head office of a shop
 2 purchased a faulty product from a shop
 3 the faulty product and the sales assistant's rudeness
 4 by asking for a refund and an apology

9 (Suggested Answer)

Dear Sir/Madam,
 I am writing to express my deepest disappointment with the attitude of a sales assistant at the Boddley Heath branch of All 4 Sports on 12th February. As a regular customer, I expected to be treated much better.

On 11th February, I bought a pair of Jumpin' Jack trainers for £120. When I went home, I discovered that one of the trainers had a hole in the sole. I returned the following day to exchange the shoes for another pair. However, when I tried to explain the problem to the sales assistant, she ignored me, serving several other customers before rudely asking me what my problem was. When I insisted that she help me she said that I should have checked them before I left the shop and refused to exchange the trainers. She refused to give me her name and made me leave the store as she said they were closing. I feel that not only have I been sold faulty goods, but that I have been treated very badly in response to what I believed to be a reasonable request.

I hope that you will look into this matter immediately. In addition, I feel I am entitled to a full refund for the trainers that cannot be used and an apology from your rude sales assistant. I look forward to your prompt reply.

Yours faithfully,
 Anne Joplin

English in Use

- 1 1 up 4 than 7 on 10 been
 2 are 5 for 8 to 11 since
 3 by 6 few 9 from 12 of

- 2 1 to watch TV than go
 2 are less nutritious than
 3 looking forward to going to
 4 is going to get
 5 you mind helping me with

Speaking

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

Language & Grammar Review

- 1 A 6 C 11 B 16 C 21 A
 2 B 7 C 12 D 17 A 22 D
 3 C 8 B 13 B 18 B 23 C
 4 B 9 A 14 B 19 A 24 A
 5 D 10 B 15 C 20 C 25 B

Reading Task

- 1 F 3 T 5 T 7 T
 2 NS 4 NS 6 F 8 NS

Building Up Vocabulary

- 1 1 offer 8 trademark 15 prospectus
 2 bargain 9 brand 16 earnings
 3 discount 10 business 17 profit
 4 economical 11 company 18 revenue
 5 costly 12 corporation 19 assembled
 6 financial 13 brochure 20 manufactured
 7 label 14 leaflet 21 constructed
- 2 1 researchers 7 disadvantages
 2 innovative 8 poisonous
 3 leisurely 9 clothing/clothes
 4 removal 10 environmentally
 5 embarrassing 11 harmful
 6 heavily 12 confident

Language Knowledge – Module 2

- 1 1 A 3 A 5 D 7 B
 2 A 4 D 6 C
- 2 1 will be shopping, order
 2 will have finished, by
 3 spending, of
 4 How, will have been living/will have lived
 5 will try, best
- 3 1 aren't old enough
 2 has been open for
 3 is going to return
 4 can either pay
 5 looking forward to getting
 6 prefer not to go shopping
 7 isn't as fast as
 8 don't mind going
 9 is by far the best
 10 don't let her shop

- 11 has been more than
12 was no point in

Module 3

3a

- 1 a) 1 I 3 C 5 A 7 B 9 J
2 E 4 G 6 D 8 H 10 f

- b) 1 recycle old materials
2 went undercover
3 wears scruffy clothes
4 volunteers at a soup kitchen
5 make small talk
6 look after stray animals

- 2 1 off 3 up 5 out 7 across
2 into 4 of 6 for

- 3 1 eye-opening 4 debts 7 accused
2 treat 5 criticises 8 invisible
3 embarrassed 6 chatty

- 4 1 You mustn't park your car here.
2 Jo didn't have to make a donation.
3 Alan can't get unemployment benefits.
4 Can I borrow your car?
5 John could write when he was three years old.
6 We should hold a fundraiser.

3b

- 1 1 hygiene 3 affection 5 nerve-wracking
2 appalling 4 reputation

- 2 1 privileged 4 broken 7 turn to
2 missed out 5 conditions
3 makeshift 6 leaking

- 3 1 friendly 3 residents
2 violence 4 population

- 4 1 would spend 4 would go 7 studies
2 had listened 5 help 8 drink
3 had 6 had brought

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

3c, d

- 1 1 loyal 4 mystical 7 stands
2 performances 5 legends
3 solstice 6 traditions

- 2 1 pitched 3 promote
2 wandered 4 support

- 3 1 for 3 over 5 in
2 of 4 for

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

5 (Suggested Answer)

- A: Hello, WWF. How can I help you?
B: I'd like to make a donation, please.
A: Would you like to make a single donation or a regular monthly donation?
B: I'd like to make a monthly donation of £3, please.
A: That's great. Can I get your full name and address, please?
B: Sure, it's Melanie Hastings and my address is 49 Donnington Gardens, Windsor.
A: Could you give me your credit or debit card number, please?
B: Yes, it's 4689 9471 3442 7624
A: And what's the expiry date, please?
B: It's in March next year.
A: Okay, your donation will start from this month. Thank you very much.
B: You're welcome.

3e

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

- 2 1 which
2 , who is an expedition leader,
3 who
4 where
5 , whose brother is my best friend,
6 which

- 3 1 A 3 C 5 C 7 B 9 A 11 B
2 C 4 A 6 B 8 B 10 D 12 C

3f

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

- 2 1 Carbon dioxide 4 space exploration
2 final frontier 5 science fiction
3 solar system 6 nuclear war

- 3 1 endless 3 generate 5 orbit
2 resources 4 overcome 6 wipe

- 4 1 colonies 4 self-sufficient 7 harsh
2 warms up 5 release 8 race
3 afford 6 catastrophe

- 5 1 If Mark had studied, he would pass his science test.
2 If Jane had not arrived on time, she would not have enough time to visit the planetarium.
3 If he was well-qualified, he would have got the job at the space centre.
4 If they had bought cinema tickets, they would be able to see the new science fiction film tonight.
5 If Emily had been told about it, she would be at the science fair now.
6 If the researcher had not been working late last night, he would not be exhausted now.

- 7 If Sally took her studies seriously, she would have got into university.

3g

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

3h

- 1 1 Harmful 3 released 5 grazed
2 diseases 4 threat
- 2 1 on 2 over 3 in 4 out 5 in
- 3 1 greenhouse 3 Slash 5 sustainable
2 properties 4 tropical
- 4 1 under 3 to 5 down
2 out 4 for
- 5 A 2 B 4 C 6 D 3 E 1

3i

1 (Suggested Answer)

- 1 I have to write an opinion essay for my college English magazine.
- 2 Elderly relatives sometimes need special care that cannot be provided at home. The elderly can socialise with people of their own age in a nursing home.
- 3 Nursing homes will not treat their elderly residents as well as a family member would.

2 (Suggested Answer)

The essay mentions that nursing homes provide professional care staff. It also mentions that the elderly can socialise in a nursing home.

- 3 1 2 2 1 3 3 4 5 5 4

- 4 a) In my opinion, this can be a really good idea as their needs can often be best met there./I believe that ... it is often better for an elderly person to live in a carefully-chosen nursing home.

- b) 2 A nursing home can offer excellent care and facilities for an elderly person/They often have great facilities and special events where the residents can socialise.
- 3 Elderly people don't want to be too dependent on families/They don't want to put a burden on their family members' busy lives ...
- 4 Families are responsible for looking after elderly relatives/You should show them the care they showed you as a child ...

5 a) & b)

listing points: First of all, Secondly, In the first place, Lastly/Finally

adding more points: In addition, Moreover, Also
introduce an opinion: In my opinion, It seems to me, I believe that

introduce an opposite viewpoint: On the other hand, Although, However

introduce examples/reasons: For example, Such as

show results: This way, As a result

conclude: All in all, To sum up

- 6 1 Moreover 4 All things considered
2 For example 5 As a consequence
3 On the other hand 6 For instance

- 7 1 The government is going to reduce the speed limit. Consequently, there will be fewer traffic accidents.
2 The homeless shelter is going to be demolished. As a result, the charity will have to relocate.
3 Recycling bins will be installed in the city so people will be able to dispose of their waste.

8 a) (Suggested Answer)

- 2 In the first place, nursing homes, if chosen carefully, can offer excellent care and facilities for the elderly.
- 3 Secondly, many elderly people do not wish to become completely dependent on their relatives.
- 4 However, it is believed by some that elderly relatives should be looked after by their families.

b) (Suggested Answer)

- 1 First of all, creating cycling lanes would encourage people to exercise. Moreover, it would help to reduce city traffic and pollution.
- 2 This way, streets would be kept clean. In addition, this would help animals find a new home.

- 9 1 C 2 A 3 B

(Suggested Answer)

On the other hand, some unemployed people have children. This means they would have to find someone to pay to look after their children while they volunteer.

10 (Suggested Answer)

The number of people receiving unemployment benefits is increasing. In my opinion, these people should have to volunteer in their community in order to receive benefits.

Firstly, volunteering would provide people with new skills. For example, they could learn organisational skills and how to work as part of a team. These skills are useful when searching for jobs.

In addition, making people volunteer would stop lazy people from taking advantage of the state. This way, they would not be able to receive benefits without any effort.

On the other hand, some people believe that we should not force people to volunteer. They may have children and it is expensive to get someone else to watch their children while they are volunteering. In conclusion, I believe that unemployed people should have to volunteer to help their community. After all, it will give them a sense of accomplishment while making their city a better place.

- | | | |
|---|-------------------------|------------------------|
| 3 | 1 I was/were able to go | 7 the same number of |
| | 2 we wouldn't have | 8 didn't have to clean |
| | 3 only I could find | 9 only they hadn't |
| | 4 is/was the one who | 10 is the school where |
| | 5 must not/are not | 11 wishes she hadn't |
| | 6 wasn't Max who | 12 shouldn't have quit |
| | | volunteered |

English in Use

- | | | | |
|---|---------------|--------------|---------------|
| 1 | 1 vertically | 5 impressive | 9 endangered |
| | 2 simply | 6 precaution | 10 extinction |
| | 3 comfortable | 7 ability | |
| | 4 unaware | 8 divers | |

- 2
- 1 don't have to attend
 - 2 where Tom worked was
 - 3 unless you follow
 - 4 wish we had gone
 - 5 should use public transport

Speaking

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

Language & Grammar Review

- | | | | | |
|-----|------|------|------|------|
| 1 A | 6 A | 11 B | 16 B | 21 A |
| 2 D | 7 B | 12 B | 17 C | 22 D |
| 3 C | 8 C | 13 A | 18 D | 23 C |
| 4 B | 9 D | 14 B | 19 B | 24 B |
| 5 D | 10 C | 15 B | 20 C | 25 D |

Reading Task

- | | | | |
|-----|------|------|-----|
| 1 T | 3 NS | 5 NS | 7 T |
| 2 F | 4 F | 6 T | 8 F |

Building Up Vocabulary

- | | | | |
|---|-------------|---------------|-----------------|
| 1 | 1 scrap | 8 threatened | 15 settlement |
| | 2 waste | 9 endangered | 16 repair |
| | 3 leftover | 10 urban | 17 renew |
| | 4 allowance | 11 commercial | 18 restore |
| | 5 donation | 12 rural | 19 subscription |
| | 6 grant | 13 colony | 20 payment |
| | 7 extinct | 14 community | 21 contribution |

- 2
- | | | |
|---------------|--------------|---------------|
| 1 exactly | 5 training | 9 smoothly |
| 2 founder | 6 passionate | 10 expensive |
| 3 inhabitants | 7 demanding | 11 funding |
| 4 obsession | 8 dedication | 12 generosity |

Language Knowledge – Module 3

- | | | | | |
|---|-----|-----|-----|-----|
| 1 | 1 A | 3 B | 5 C | 7 B |
| | 2 C | 4 B | 6 D | |
- 2
- | | |
|-----------------|------------------|
| 1 had known, in | 4 were, riding |
| 2 who, by | 5 which/that, if |
| 3 would, worse | |

Module 4

4a

- | | | | |
|---|--------------|-------------|---------------|
| 1 | 1 footprints | 4 sceptic | 7 eye-witness |
| | 2 saucer | 5 wreckage | |
| | 3 autopsy | 6 sightings | |

- 2
- | | | |
|------------|----------|-----------|
| 1 trip | 4 events | 7 hovered |
| 2 examined | 5 soared | |
| 3 view | 6 report | |

- 3
- | | |
|---------------|--------------|
| 1 intelligent | 3 eerie |
| 2 oval-shaped | 4 impressive |

- 4
- | |
|--|
| A Strange object in the sky was filmed by photographer. |
| B Unusual craft in Himalayas is discovered by explorers. |
| C Thousands have been fooled by Belgian UFO hoax. |
| D New planetarium will be opened by mayor tomorrow. |

- 5
- | | | | | |
|------|------|--------|------|--------|
| 1 by | 2 by | 3 with | 4 by | 5 with |
|------|------|--------|------|--------|

- 6
- | | |
|---------------------|-------------------------|
| 1 was spotted | 5 has not been released |
| 2 was captured | 6 is believed |
| 3 was observed | 7 will be revealed |
| 4 is being examined | |

4b

- | | | | |
|---|-------------|----------------|-------------|
| 1 | 1 specimen | 3 native | 5 life-size |
| | 2 countless | 4 hair samples | 6 mobility |

- 2
- | | | |
|-----------|----------|-----------|
| 1 extinct | 4 peered | 7 glared |
| 2 screech | 5 peeped | 8 glimpse |
| 3 glanced | 6 gazed | |

- 3
- | | | | |
|------|------|------|--------|
| 1 To | 2 on | 3 to | 4 with |
|------|------|------|--------|

- 4
- | | | |
|-------------|---------------|--------|
| 1 legendary | 4 evidence | 7 hoax |
| 2 secretive | 5 prehistoric | |
| 3 sightings | 6 sceptics | |

- 5
- | |
|---|
| 1 is thought to walk like a gorilla |
| 2 is thought to have found a UFO |
| 3 is believed not to have seen a ghost |
| 4 is reported that natives have spotted Bigfoot |
| 5 is said to exist |

4c, d

- 1 1 trials 4 cruel 7 beheaded
2 graveyard 5 usher
3 haunted 6 torture
- 2 1 ghostly 3 executions 5 successful
2 imprisonment 4 occurrence
- 3 1 won't she 4 is he 7 doesn't he
2 shall we 5 can he
3 will you 6 didn't they
- 4 1 G 3 E 5 D 7 F
2 A 4 C 6 B

5 (Suggested Answer)

A: Good afternoon. Is this where I can buy tickets for the York Ghost Walk?
B: Yes, it is.
A: Great. Could you tell me what the ticket price includes, please?
B: Sure. It includes a walking tour of York's haunted locations, spine-tingling stories told by our professional tour guides and historical re-enactments.
A: That sounds great. I'd like to buy some tickets, please.
B: Of course. When would you like to go?
A: Tomorrow night if possible.
B: That's fine. How many tickets would you like?
A: Could I have two adults please?
B: OK. That will be £10, please.
A: Great. Here you are. Could you tell me where the tour starts from?
B: Of course. It starts at the Roman Column by York Minster every night at 7 pm.
A: Thank you.
B: My pleasure. Enjoy your visit.

4e

- 1 1 A 3 D 5 A 7 C 9 A 11 D
2 C 4 A 6 D 8 A 10 C 12 B
- 2 1 Every 5 be 9 about
2 around/through 6 who/that 10 had
3 of 7 that 11 all
4 not 8 to 12 been
- 3 1 reliable 5 belongings 9 mysterious
2 aimlessly 6 lengthy 10 unlucky
3 disappeared 7 logical
4 exceptional 8 speculation

4f

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

- b) 1 conduct experiments/run tests
2 become extinct
3 make a breakthrough
4 rule the Earth
5 hatch out of an egg

- 2 1 organic 3 relatives 5 prehistoric
2 techniques 4 map 6 vessels
- 3 1 preserved 3 excavate 5 cloned
2 revive 4 roamed
- 4 1 himself 3 themselves 5 yourself
2 ourselves 4 herself
- 5 1 T 2 T 3 F 4 T 5 F

4g

- 1 1 D 3 F 5 A 7 E
2 B 4 H 6 C 8 G
- 2 1 relaxing 4 frightening 7 silly
2 boring 5 thrilling
3 unrealistic 6 fascinating
- 3 1 mysterious 4 gripping 7 predictable
2 shallow 5 unimaginative
3 confusing 6 interesting
- 4 1 b 2 b 3 a 4 b 5 b

4h

- 1 1 carving 3 enclosure 5 irritably
2 viciously 4 sting 6 complete
- 2 1 broken 4 hacked 7 misted
2 crossed 5 whipped 8 wriggled
3 settled 6 smacked

- 3 1 out 3 out 5 down
2 on 4 on 6 away
- 4 1 2 2 3 3 1 4 1 5 3 6 2

4i

- 1 a) A 2 B 3 C 1
- b) 1 B 2 C 3 A 4 B
- 2 1 political 4 clever
2 intriguing 5 realistic
3 thought-provoking

3 **Book Type:** horror, biography, fantasy
Characters: shallow, likeable, evil
Plot: gripping, original, unimaginative

- 4 1 heartwarming 4 informative 7 confusing
2 surprising 5 mysterious 8 funny
3 exciting 6 predictable

- 5 1 main 4 put it down 7 dull
2 set 5 tells the story 8 twist
3 based on 6 absorbed

- 6 a) 1 I've ever read 5 highly recommend it
2 is definitely for you 6 well worth reading
3 make sure it's this one 7 to be a bestseller
4 won't regret it 8 Don't bother

- b) It's a thought-provoking book that you won't be able to put down.

7 a) (Suggested Answer)

Background Information (title, type, author):
Double, a mystery novel written by Jenny Valentine.

Main points of the plot: Chap lives the life of Cassiel, a boy once reported missing. Together with his new friend, Floyd, Chap tries to discover why Cassiel had disappeared.

General comments (plot, characters, beginning, ending): This book has a gripping plot. The characters are likeable and offer some fast-paced action.

Recommendation and reasons: It has all the things that would make it interesting for a teenager: excitement, adventure and mystery.

- b) 1 a letter reviewing a book
2 present tenses
3 background information, main points of the plot, general comments, recommendation and reasons

8 (Suggested Answer)

Hey Frank!

How's everything? I think that the book you absolutely must get your cousin for his birthday is Jenny Valentine's *Double*. It's a most thrilling mystery novel.

Double is about Chap, a teenager runaway who gets mistaken for Cassiel, a boy who had gone missing. As the intriguing story unfolds, we find out that it's not just Chap – now living his life as Cassiel – who has secrets; there's a dark mystery surrounding Cassiel's disappearance and Chap tries to unravel it, with the help of his new friend, Floyd. I loved how the gripping plot sees the two likeable characters through some fast-paced action.

This is a highly entertaining read. I'm sure your cousin will enjoy *Double* because it's full of excitement, adventure and mystery; a perfect read for a teen!

Take care,
Nick

English in Use

- 1 1 At 4 as 7 how 10 fact
2 Due 5 up 8 that 11 from
3 ever 6 for 9 into 12 than

- 2 1 dinosaur skeleton was 3 were amazed by
discovered by 4 were reported by
2 is said to 5 by himself when

Speaking

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

Language & Grammar Review

- 1 C 6 B 11 B 16 D 21 A
2 C 7 A 12 D 17 C 22 B
3 B 8 A 13 B 18 C 23 B
4 D 9 B 14 A 19 D 24 A
5 A 10 C 15 C 20 B 25 B

Reading Task

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

Building Up Vocabulary

- 1 1 ghostly 8 observation 15 true-to-life
2 creepy 9 speculation 16 distressed
3 eerie 10 murky 17 startled
4 fierce 11 invisible 18 alarmed
5 untamed 12 cloudy 19 predict
6 savage 13 convincing 20 speculate
7 surveillance 14 realistic 21 forecast
- 2 1 mysterious 5 equipment 9 impossible
2 peaceful 6 scientific 10 unlikely
3 unusual 7 electricity 11 remarkable
4 various 8 evidence 12 tourists

Language Knowledge – Module 4

- 1 1 C 3 B 5 A 7 D
2 B 4 D 6 D
- 2 1 by, being investigated 4 is believed, of
2 a/the, further 5 to see, the
3 to catch, that/which
- 3 1 is said to be
2 were taken by the
3 has been investigated by
4 by herself when
5 has not been seen for
6 thought not to have seen
7 was written by me
8 wasn't enough light
9 only they had got
10 would prefer not to go

- 11 is reported to have flown
12 wouldn't have seen

Module 5

5a

- 1 a) 1 D 3 E 5 G 7 C
2 F 4 B 6 A
- b) 1 feels full of energy 3 fight blindfolded
2 walk barefoot 4 break bricks
- 2 1 discipline 3 relief 5 courage
2 strength 4 pride 6 humility
- 3 1 builds 3 achieve 5 crouched 7 spun
2 take 4 threw 6 stand
- 4 1 amazement 3 failure 5 meditation
2 patience 4 arrogance
- 5 1 Our coach said that the following/next day we would run up the mountain.
2 Peter said that he really enjoyed martial arts.
3 Joe said that Paul had taken Kung Fu before.
4 Tina said that Kay was training at a Shaolin School.
5 They said that they had studied Tai Chi in school the previous year/the year before.
6 She said that she had been exercising at the gym.
7 The teacher said that the students would practise after lunch.

5b

- 1 1 potential 3 occasional 5 crash
2 analyst 4 negotiation
- 2 1 enrol 3 motivated 5 researched
2 admitted 4 chatty 6 audience
- 3 1 converted 3 complicated 5 prefers
2 attracted 4 scribbled 6 stumble
- 4 1 asked, Steve asked me where the lecture theatre was.
2 asked, Paul asked John if/whether he had studied for the exam.
3 said, Daisy told Ruth to call her later.
4 asked, I asked my teacher when we would get our test results back.
5 told, The librarian told them to be quiet.
6 said, She told me not to write on the blackboard.
7 asked, Tim asked me if he was the new headteacher.
8 told, He told us not to eat in the class.
9 asked, Tina asked Jill if/whether she could help her move that desk.

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

5c, d

- 1 1 potential 7 focused
2 challenge 8 disciplined
3 extracurricular 9 opportunity
4 progress 10 expedition
5 rescue 11 faint-hearted
6 skills 12 participants
- 2 1 Would you like me to keep it for you?
2 Let me have a look on my computer.
3 The books are due back one week from today.
4 Here you are.
5 Someone has borrowed that book.
- 3 1 a 2 b 3 b 4 b 5 a
- 4 (Suggested Answer)
A: Could you help me please?
B: Yes, of course.
A: I'm looking for a book.
B: Could you tell me the title and the author please?
A: *Storm Warning* by Linda Sue Park.
B: I'm afraid that book is out right now. Would you like to reserve it?
A: Yes, please. When will it be back in?
B: It's due back in two days. Would you like to leave your name and number? I can call you when we have it.
A: Sure. It's Mary Davis, 522344. Also, can I take out these two books, please?
B: Yes, of course. Can I see your library card, please?
A: Here you are.
B: OK, there you go. They're due back next week.
A: Thank you very much.
B: You're welcome.

5e

- 1 1 F 3 F 5 T 7 T
2 T 4 NS 6 F 8 NS

5f

- 1 1 rehearsal 4 poisonous 7 needy
2 grubby 5 groom 8 sample
3 rundown 6 cup
- 2 1 work 3 coach 5 drive
2 study 4 rehabilitate 6 conserve
- 3 1 out 3 out 5 for
2 up 4 back 6 away
- 4 1 as soon as, arrive 4 when, finish
2 before, ride 5 after, had played
3 by the time, left 6 until, had saved
- 5 1 As soon as 3 By the time 5 while
2 after 4 before 6 Since

5g

- 1 1 modern 3 further 5 institutions
2 college 4 tutor 6 theatre
- 2 1 canteen 4 seminar 7 lab
2 convenient 5 residence 8 access
3 overview 6 head
- 3 1 unconventional 6 establishment
2 optional 7 accessible
3 successfully 8 majority
4 magicians 9 membership
5 intriguing 10 professional
- 4 1 B 3 D 5 D 7 A 9 C 11 A
2 A 4 B 6 A 8 C 10 A 12 C

5h

- 1 1 recalled 6 memorise
2 erupted 7 reminded
3 remember 8 burn
4 barking 9 Cramming
5 snarled 10 Associating
- 2 1 out 3 around 5 up
2 away 4 over
- 3 1 down 3 of 5 up 7 to
2 in 4 out 6 down
- 4 A 2 B 5 C 6 D 4 E 1

5i

1	Advantages	Examples/Justifications
	More comfortable classroom environment.	Students can ask each other questions that they may be embarrassed to ask a teacher.
	Group work encourages students to listen to the opinions of others.	Exposes students to ideas other than their own.
	Promotes a sense of co-operation.	Improves teamwork.
	Disadvantages	Examples/Justifications
	Students may feel that some questions are too trivial to ask their teacher.	Creates a distance between students and the teacher.
	One student may try to control the group/be too shy to speak.	Group work becomes unfair.
	Students might become distracted.	Little or no work is done.

- 2 1 paragraph 5 3 paragraphs 2, 3, 4
2 paragraph 1 4 paragraphs 2, 3, 4
- 3 **List/Add points:** without a doubt, another advantage
Introduce examples/justifications: because, as a result, such as
Show contrast: although, on the other hand, however
Introduce a conclusion: all in all
Give your opinion: I believe
- 4 **without a doubt** = certainly
because = since
although = even though
another advantage = one more point in favour
on the other hand = nevertheless/in contrast
as a result = therefore
however = nevertheless/in contrast
such as = like
all in all = to sum up
I believe = it seems to me that
- 5 1 To start with, For instance
2 Some people argue that, since
3 However, For example
4 In my opinion, as
- 6 **(Suggested Answer)**
- 1 Some people believe that group work has many advantages for students.
- 2 One more benefit students gain from working in groups is that they hear the views of their classmates.
- 3 Those who support the practice of group work in the classroom claim that it is a way for students to learn how to work together.

7 **(Suggested Answer)**

- A Without a doubt, carrying out debates in class has many advantages for school students. Having a debate in class is a good way for students to develop their social skills, since students learn to listen to other people's opinions.
- B On the other hand, there are also arguments against debate class being a school subject. Having a debate in class is a bad idea because it wastes time which could be better spent studying other subjects.

- 8 a) 1 A 2 C 3 D 4 B

b) **(Suggested Answer)**

Without a doubt, there are many advantages to wearing a uniform to school. To begin with, parents save a great deal of money as school uniforms are much cheaper to buy than designer clothes. Furthermore, they help to reduce bullying since students will not be picked on for looking different.

- 9 a) 1 D 2 C 3 A 4 B

- b) 1 A for-and-against essay discussing the advantages and disadvantages of students studying art at school.
- 2 Introduction: Presentation of the topic.
Paragraphs 2, 3, 4: An argument for and an argument against the issue, supported by examples/justifications.
Paragraph 5: Conclusion, stating my own opinion.
- 3 I will begin by presenting the topic and end with a conclusion giving my opinion.

10 (Suggested Answer)

While many students enjoy doing art in class, some say that art should not be part of the curriculum. Should art be taught in schools or is it just a waste of time?

People in favour of art being taught at schools say that art makes students more creative because they learn how to express themselves through drawing; something they cannot do with subjects like Maths. However, others argue that students can spend the time studying more useful subjects, such as languages, and do art on their own free time.

One more point in support of art being taught at school is that art lessons can be very relaxing for students. Art gives students a break from studying textbooks and problem-solving. On the other hand, it can be expensive as students usually buy their own materials. Therefore, paying for things like paints and brushes can put a dent on the family budget.

Another advantage to students learning art at school is that art, whether it is painting, music, pottery and so on, teaches students to think outside the box and in this way broaden their mental horizons. Nevertheless, there is a high chance that many students will see art class as an opportunity to fool around, not appreciating the value of art.

All in all, there are both advantages and disadvantages to studying at school. It seems to me that if taught well, art is not only recreational but it is also educational.

English in Use

- 1 1 fact 4 own 7 longer 10 So
2 How 5 in 8 be 11 been
3 without 6 before 9 around 12 no
- 2 1 as soon as he finished 5 is thanks to
2 apologised for missing donations
3 hasn't seen Peter since
4 whether he had written

Speaking

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

Language & Grammar Review

- | | | | | |
|-----|------|------|------|------|
| 1 D | 6 A | 11 D | 16 D | 21 D |
| 2 C | 7 A | 12 C | 17 D | 22 B |
| 3 C | 8 C | 13 C | 18 D | 23 C |
| 4 C | 9 A | 14 C | 19 A | 24 B |
| 5 C | 10 C | 15 B | 20 D | 25 B |

Reading Task

- | | | | |
|------|-----|-----|------|
| 1 T | 3 F | 5 F | 7 NS |
| 2 NS | 4 T | 6 T | 8 F |

Building Up Vocabulary

- | | | |
|----------------|-----------------|----------|
| 1 1 handbook | 10 professional | 19 gap |
| 2 instructions | 11 trainee | 20 term |
| 3 manual | 12 apprentice | 21 break |
| 4 campus | 13 license | |
| 5 faculty | 14 certificate | |
| 6 department | 15 degree | |
| 7 associate | 16 reward | |
| 8 assistant | 17 compensation | |
| 9 colleague | 18 trophy | |
-
- | | | |
|----------------|---------------|------------------|
| 2 1 impossible | 5 information | 9 hopeful |
| 2 reality | 6 performance | 10 athletic |
| 3 gradually | 7 unaware | 11 hazardous |
| 4 activity | 8 effortless | 12 irresponsibly |

Language Knowledge – Module 5

- | | | | |
|-------|-----|-----|-----|
| 1 1 B | 3 D | 5 C | 7 A |
| 2 A | 4 C | 6 B | 8 B |
-
- | | |
|------------------------|-------------------|
| 2 1 asked, didn't know | 4 made, to submit |
| 2 would buy | 5 failing, had |
| 3 of, saying | |
-
- | |
|----------------------------------|
| 3 1 apologised for not going |
| 2 has been learning French for |
| 3 complained her computer didn't |
| 4 as soon as she finished |
| 5 if I was going |
| 6 was more difficult than |
| 7 agreed to help me |
| 8 I were you, I would |
| 9 for everyone to arrive before |
| 10 are reported to have cheated |
| 11 told us not to write |
| 12 who/that have experience |

Module 6

6a

- | | | |
|---------------|----------------|------------|
| 1 1 manicured | 4 frizzy | 7 rippling |
| 2 muscular | 5 unflattering | 8 flawless |
| 3 enhanced | 6 inadequate | 9 glossy |
-
- | | |
|------------|----------|
| 2 1 pointy | 3 shaven |
| 2 wrinkled | 4 rosy |

- 3 1 caring 4 impolite 7 shy
2 eager 5 outgoing 8 organised
3 ill-tempered 6 reliable

- 4 1 inner 3 alters 5 look 7 unique
2 fat 4 boost 6 resist

- 5 1 Tom has had his hair cut by the hairdresser.
2 Jane will have her jumper knitted by Mary.
3 Anna is having her eyebrows plucked by the beautician.
4 You should have your trousers hemmed (by someone).
5 John had his stitches removed by the plastic surgeon.

- 6 1 can't 3 may 5 can't 7 must
2 must 4 might 6 could

6b

- 1 1 interrupts 4 dismissed 7 moans
2 admits 5 exaggerates 8 contribute
3 dominates 6 intimidate 9 encourage

- 2 1 in 4 down 7 out 10 out
2 with 5 with 8 on
3 up 6 in 9 back

- 3 1 as if 4 so 8 such
2 The reason 5 due to 9 As a result
why 6 as though
3 in order to 7 so as to

- 4 1 conclusions 5 ridiculous 9 impressive
2 dishonest 6 global 10 truth
3 contestants 7 entertainment
4 humorous 8 laughter

6c, d

- 1 1 tribe 4 chant 7 ferocious
2 outnumbered 5 pit 8 stick
3 weapon 6 welcome

- 2 1 traditional 3 inhabitants
2 supporters 4 celebrations

- 3 1 opponent 3 flee 5 triumph
2 stamp 4 originates 6 engravings

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

5 (Suggested Answer)

A: Hello, Headers Hairdressers.

B: Hello. This is Emma Taylor. I'm calling to see if I can rearrange my hair appointment. I've been called into work at short notice.

A: OK! What time was your appointment?

B: It was supposed to be at 11.30 am today. It's with Tara.

A: OK. When would you like to rearrange it?

B: Tomorrow morning, if possible?

A: I'm sorry, but Tara doesn't work on Tuesdays. Could you make it on Wednesday the 23rd at 12 pm?

B: Yes, that should be OK.

A: Great. We'll see you on Wednesday, then.

B: Yes, thank you very much.

A: My pleasure. Goodbye.

6e

- 1 1 subconscious 4 rubbing 7 drooping
2 convince 5 distinguish
3 confidently 6 intensely

- 2 1 spasms 3 detector 5 hide
2 twitch 4 sign 6 instincts

- 3 1 get cold feet 5 pulled the wool
2 pulling your leg over my eyes
3 keep an eye on 6 get it off your chest
4 give her a hand

- 4 1 C 3 B 5 C 7 A 9 A 11 C
2 A 4 C 6 D 8 D 10 A 12 B

6f

- 1 1 flippers 4 vocal 7 whistles
2 adapt 5 gestures 8 mimic
3 wound 6 aquatic

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

- 3 1 familiar 4 impact 7 investigating
2 contact 5 resolved
3 coast 6 signals

- 4 1 has the fisherman seen a dolphin out at sea
2 Lara went to the aquarium did she realise how clever dolphins are/having gone to the aquarium did Laura realise how clever dolphins are
3 do I swim in the sea
4 did they know (that) the dolphin show had already started
5 you see a dolphin, be sure to take a photo
6 a hectic day did Emma have that she took a well-earned rest
7 I known about the sea-life centre, I would have gone to visit it
8 I you, I'd go to see the aquarium

- 5 A 3 B 5 C 1 D 4

6g

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

6h

- | | | | |
|---|--------------|-----------|-----------|
| 1 | 1 stick out | 3 signal | 5 rub |
| | 2 release | 4 pass on | 6 invade |
| 2 | 1 camouflage | 4 texture | 7 display |
| | 2 predators | 5 prey | 8 pile |
| | 3 antennae | 6 source | |
| 3 | 1 out | 3 out | 5 on |
| | 2 up | 4 up | 6 off |
| 4 | 1 1 | 3 2 | 5 3 |
| | 2 1 | 4 2 | 6 3 |

6i

- 1 b) clothes: 2
 personality: 3
 name/relationship to writer: 1
 feelings about the person: 4
 facial features: 2
 when/where/how the writer met them: 1
- 2 1 2 (Miss Harper is in her mid-thirties and is quite pretty.)
 2 4 (Miss Harper is an amazing person.)
 3 3 (I've never met anyone as considerate as Miss Harper.)
- 3 1 pessimistic 3 considerate 5 kind-hearted
 2 cheerful 4 reserved
- 4 1 lazy 4 selfless 7 absent-minded
 2 shy 5 trustworthy 8 stubborn
 3 sociable 6 intelligent
- 5 1 Ann has long brown hair, which she often wears in a ponytail.
 2 Darren has wrinkles around his eyes that make him look older than his age.
 3 Janice is a beautiful girl with an oval face and a small nose.
 4 John is a very fashionable person who likes to wear designer clothes.
- 6 A 1 both 3 However
 2 and 4 Despite
 B 1 As well as 3 although
 2 Moreover
 C 1 also 2 but 3 In spite of
 D 1 and 3 Nevertheless
 2 On the other hand
 E 1 Even though 3 and
 2 both 4 In addition

7 (Suggested Answer)

Name: Megan

Age: 16

Appearance: tall and thin, long dark hair, warm brown eyes, kind smile, pretty face, smartly dressed.

Character: compassionate

Your comments & feelings: inspiring person, wouldn't change anything about her.

- 1 a letter about a classmate I admire
 2 present/past tenses.
 3 I will write 4 paragraphs.
 4 Paragraph 1: the name of my classmate and how we met.
 Paragraph 2: his/her physical appearance
 Paragraph 3: his/her character
 Paragraph 4: how I feel about him/her

8 (Suggested Answer)

Dear Helen,
 I'm glad that you're doing well at your new school, and that you've made good friends with someone. The classmate I admire most is Megan. I met her four years ago when she moved to our school and we've been friends ever since.
 Megan is 16, like us, and is tall and thin. She has long dark hair and warm brown eyes. There's always a kind smile on her pretty face. She's usually smartly dressed, in trendy outfits.
 I've never met anyone as compassionate as Megan. She cares for everyone around her, whether it's a person or an animal. In fact, our love of animals is one of the things we have in common.
 Megan is a truly inspiring person, so there's not a single thing I'd change about her, even if I could! Have to go now.
 Love,
 Sylvia

English in Use

- 1 1 as 4 which 7 only 10 like
 2 of 5 In 8 too 11 are
 3 into 6 such 9 been 12 for
- 2 1 will have her house painted
 2 does Anna complain
 3 sooner had John left when/than
 4 such an interesting lecturer that
 5 had her hair styled by

Speaking

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

Language & Grammar Review

- | | | | | |
|-----|------|------|------|------|
| 1 A | 6 C | 11 A | 16 C | 21 C |
| 2 C | 7 A | 12 D | 17 B | 22 B |
| 3 C | 8 B | 13 A | 18 B | 23 B |
| 4 C | 9 C | 14 C | 19 B | 24 C |
| 5 D | 10 C | 15 B | 20 A | 25 C |

Reading Task

- 1 C 2 B 3 A 4 C 5 D

Building Up Vocabulary

- | | | |
|---------------|-----------------|--------------|
| 1 1 fashion | 8 operation | 15 reserved |
| 2 trend | 9 process | 16 attracts |
| 3 craze | 10 free | 17 interests |
| 4 character | 11 independent | 18 appeals |
| 5 personality | 12 liberate | 19 drawbacks |
| 6 identity | 13 secretive | 20 barriers |
| 7 procedure | 14 confidential | 21 obstacles |
-
- | | | |
|----------------|----------------|------------------|
| 2 1 fitness | 5 participants | 9 luxurious |
| 2 requirements | 6 rewarding | 10 optional |
| 3 intensive | 7 instructors | 11 management |
| 4 endurance | 8 spectacular | 12 unforgettable |

Language Knowledge – Module 6

- | | | | |
|-------|-----|-----|-----|
| 1 1 D | 3 B | 5 D | 7 D |
| 2 C | 4 B | 6 C | |
-
- | | |
|------------------------------|-------------------|
| 2 1 have never been, must | 4 can, is waiting |
| 2 such, avoiding | 5 at, starts |
| 3 have your hair dyed, doing | |
-
- | | |
|-------------------------------|-------------------------------|
| 3 1 might not have got | 7 is said to be |
| 2 as a result of | 8 I could go on holiday |
| 3 had her wallet stolen | 9 is having her house painted |
| 4 in order to talk | 10 as if she was/were |
| 5 by meeting the manager will | 11 the rudest person I |
| 6 accused Vicki of lying | |

Grammar Bank 1

- | | |
|----------------------------|--|
| 1 2 L jumps, saves | |
| 3 I is growing | |
| 4 B erupts, flows | |
| 5 D is bleeding | |
| 6 C does Sportsline start? | |
| 7 K eats | |
| 8 A are you always calling | |
| 9 G are flying | |
| 10 E isn't working | |
| 11 H live | |
| 12 J passes, shoots | |
-
- | | |
|--------------------|----------------------|
| 2 2 will never | 5 don't usually |
| 3 are often | 6 Mary always record |
| 4 sometimes thinks | |

- | | |
|--|--|
| 3 1 rains, flood | |
| 2 Do you ever watch, 'm taking part | |
| 3 does Liam live, is spending | |
| 4 Are the authorities still looking, don't know, 'm watching | |
| 5 is Sally constantly complaining, thinks | |
| 6 Do you always go, am thinking | |
| 7 are you doing, 'm packing | |
-
- | | | |
|-----------------|------------------|-----------------|
| 4 2 are falling | 6 see | 10 're grabbing |
| 3 don't believe | 7 are running | 11 're throwing |
| 4 'm looking | 8 are collecting | 12 'm going |
| 5 occurs | 9 seem | |
-
- | |
|---|
| 5 2 Do your friends enjoy (Yes, they do./No, they don't.) |
| 3 Is your teacher letting (Yes, she is./No, she isn't.) |
| 4 Does it hurt (Yes, it does.) |
| 5 Are you reading (Yes, I am./No, I'm not.) |
| 6 Do you think (Yes, I do/No, I don't.) |
-
- | | | | | | |
|-------|-----|-----|-----|-----|-----|
| 6 2 C | 3 G | 4 B | 5 D | 6 A | 7 F |
|-------|-----|-----|-----|-----|-----|
-
- | |
|---|
| 7 1 was reading, came |
| 2 did you sprain, fell off |
| 3 did you do, grabbed, drove |
| 4 weren't sleeping, called, were watching |
-
- | | |
|-------------------------|--------------------|
| 8 2 was driving | 7 Were you working |
| 3 heard | 8 didn't get |
| 4 collapsed | 9 was trying |
| 5 happened | 10 was |
| 6 did the mine collapse | |
-
- | |
|--|
| 9 2 He didn't use to/wouldn't travel abroad. |
| 3 He didn't use to/wouldn't go windsurfing. |
| 4 He used to live in a flat. |
| 5 He didn't use to have a car. |
| 6 He used to/would ride a bike. |
- We can use *would* to describe past habits not states.

10 (Suggested Answers)

- | |
|---|
| 2 explained our mistakes to us. |
| 3 I was preparing breakfast. |
| 4 bought some Christmas presents. |
| 5 enjoy visiting my great aunt Mary every Sunday. |
-
- | |
|---------------------------------------|
| 11 1 have been looking |
| 2 Have you seen, haven't had |
| 3 has forced, haven't heard |
| 4 have been trying, have been running |
-
- | | |
|-------------------|---------------|
| 12 2 have been to | 5 has gone to |
| 3 have gone | 6 have, been |
| 4 has been in | |

- 13** 1 had, headed
2 has just emailed, took
3 have left, saw
4 Did Liam go, haven't spoken
5 did the earthquake last, have been
6 haven't seen, put, left
7 took, 've already visited
- 14** 2 've been working 8 made
3 takes 9 've shot
4 've photographed 10 haven't had
5 came about 11 has been asking
6 erupted 12 has brought
7 witnessed

15 (Suggested Answers)

- 2 A: Have you ever watched a talent show?
B: Yes, I have.
A: When did you watch it?
B: Last Saturday night.
- 3 A: Have you ever travelled abroad?
B: Yes, I have.
A: Where did you go?
B: I went to Italy.
- 4 A: Have you ever tasted something strange?
B: Yes, I have.
A: What was it?
B: It was pizza with pineapple.
- 5 A: Have you ever asked a celebrity for an autograph?
B: Yes, I have.
A: Who was it?
B: It was Madonna.
- 6 A: Have you ever burnt yourself?
B: Yes, I have.
A: How did it happen?
B: I touched a hot cooking pot.
- 7 A: Have you ever argued with your best friend?
B: Yes, I have.
A: Why did you argue?
B: Because he took my bike without asking first.
- 8 A: Have you ever cooked for someone else?
B: Yes, I have.
A: What did you cook?
B: A delicious roast beef meal.
- 16** 2 had been lying 4 had grown
3 had been ringing 5 had evacuated
- 17** 1 had been hiking
2 Did you have, (had) left, got
3 didn't show up, hadn't got
4 Did Ben and Jerry finally settle, had been arguing, happened
- 18** 2 several 4 number
3 much 5 little

- 19** 2 all 3 either 4 no 5 Each 6 whole
- 20** 2 This soap opera is not only boring but also has a predictable plot.
3 Neither Ian nor Tom had ever seen a tornado before.
4 Each of the students presented their project in class.
5 Both ball lightning and fire tornadoes are very rare phenomena.

Grammar Bank 2

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

- 2 2 're going to knock 5 won't be
3 will be 6 'm going to buy
4 leaves
- 3 2 'll be running 4 'll be having
3 'll be taking 5 'll be using
- 4 2 'll have 4 'm going/'m going to go
3 start 5 will be getting
- 5 2 're going to spend 6 'll come back
3 'll be 7 are you leaving
4 're going to do 8 'll be flying
5 's going to be 9 'll see
- 6 2 People will do all their shopping online.
3 People won't use fossil fuels.
4 People will wear spray-on clothes.
5 Voice-activated computers will help run our houses.
6 People won't pay for things in cash.
- 7 1 Are you going to meet your friend at the mall?
Yes, I am./No, I'm not.
2 What are you doing at the weekend? Suggested answer: I'm going to visit friends.
3 Will you be working this time tomorrow? Yes, I will./No, I won't.

8	Adjective	Comparative	Superlative
	cheap	cheaper	the cheapest
	expensive	more expensive	the most expensive
	good	better	the best
	little	less	the least
	trendy	trendier	the trendiest
	stylish	more stylish	the most stylish
	bad	worse	the worst
	thin	thinner	the thinnest

- 9 2 later – the latest
3 more calmly – the most calmly
4 more beautifully – the most beautifully
5 harder – the hardest

- 10 2 hotter 4 more confident 5 interesting
3 smart more helpful 6 tastier

- 11 2 the 4 in 6 than 8 in
3 than 5 of 7 the

- 12 2 most recent 4 later 6 rudest
3 fastest 5 worse 7 soon

- 13 2 much 4 as 6 by far
3 less 5 more

- 14 a) The shopping centre is the furthest/farthest from the centre.

The grocer's isn't as far from the centre as the supermarket.

The supermarket is further/farther from the centre than the grocer's.

The supermarket is noisier than the grocer's.

The grocer's is the least noisy of all.

The shopping centre is the noisiest of all.

The supermarket isn't as quiet as the grocer's.

The grocer's is quieter/more quiet than the supermarket and the shopping centre.

The shopping centre is the least quiet of all.

b) (Suggested Answers)

The shopping centre sells more expensive things than the supermarket.

The grocer's offers friendlier service than the supermarket.

The shopping centre is the furthest from my house of all other shopping places.

The shopping centre is the largest place to shop in my town.

The grocer's isn't as cheap as the supermarket.

The shopping centre is the noisiest place to do your shopping.

The grocer's is less busy than the supermarket.

The supermarket is quieter than the shopping centre.

- 15 2 to be working 4 to have renovated
3 to have been having 5 to be planting

- 16 1 shopping 3 put 5 calling, to
2 to have made 4 help, going be having

- 17 2 A 3 B 4 C

- 18 1 b being (not recall)
2 a complaining (finish doing something)
b to get (stop temporarily in order to do something else)
3 a visiting (do something as an experiment)
b to get (attempt)

- 4 a spending (feel sorry about)
b to inform (be sorry to)
5 a to bring (not forget)
b visiting (recall)

- 19 2 reading 5 Learning 8 create
3 considering 6 to apply
4 get 7 to be

20 (Suggested Answers)

- 1 ... to become a more responsible shopper.
2 ... to find good bargains at the shops.
3 ... trying a new sport.
4 ... forgiving people who have lied to me.

- 21 2 will have cooked
3 Will Jane have finished
4 will have been working
5 will not have recovered
6 will have been growing
7 Will you have mailed
8 will have been selling
9 will have converted
10 will have been teaching
11 will have solved

- 22 2 will have been driving
3 will not have repaired
4 will have been burning
5 Will they have published

- 23 2 What 3 such an, so 4 How

- 24 How trendy an outfit this is!/How trendy is this outfit!
What a trendy outfit!
Isn't this outfit trendy?
This is such a trendy outfit!

He is such a professional!
He is so professional!
What a professional he is!
Isn't he a professional?

- 25 2 C 3 C 4 A 5 A 6 B

- 26 2 Even though I love fashion shows, I haven't been to one.
I love fashion shows, yet I haven't been to one.
3 Despite having a great singing voice, Susan doesn't want a career in music.
Susan doesn't want a career in music, even though she has a great singing voice.
4 In spite of having her own flower garden, she gets her flowers from the local florist.
She has her own flower garden, but she gets her flowers from the local florist.
5 He always buys organically-grown vegetables, despite the fact that they are more expensive.
He always buys organically-grown vegetables. They are more expensive, though.

Grammar Bank 3

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

- 2 2 We may go to the music festival.
3 You don't have to give me a lift.
4 When I was a child, I couldn't look after an animal properly.
5 He could get around with the use of a cane.
6 Must I show you my identification?
7 You mustn't drop litter in the street.
8 Can/May I sit here for a moment?
- 3 2 You have to have/must have a senior citizen's card to get in free.
3 You can't/mustn't transfer festival tickets to another name.
4 You should/ought to get some help from the charity.
5 Could/Can/May I stay at your house tonight?
6 You shouldn't walk in the forest alone.
7 We must/have to recycle in this town, it's a law.
8 She was able to pitch her tent before it got to dark.

- 4 2 B 4 C 6 A 8 C
3 C 5 C 7 B

- 5 2 continues 5 would volunteer 9 were
3 heat 6 will escape 10 want
4 wouldn't have 7 had refused
collapsed 8 can contact

- 6 2 wouldn't donate 6 doesn't eat
3 would have taken 7 would have applied
4 would have offered 8 colonised
5 drive

- 7 2 If Mary spoke French, she would have got the job at the school.
3 If the hiker had found something to eat in the jungle, he wouldn't be feeling hungry now.
4 If I knew him, I would have asked for his help.
5 If the children hadn't been singing and dancing at the festival all morning, they wouldn't be tired now.

8 (Suggested Answers)

- 2 ... I would have booked tickets.
3 ... I will drop by later.
4 ... I would join Greenpeace.
5 ... it would be the saxophone.
6 ... I would make huge donations to various charities.

- 9 2 hadn't yelled 5 gave
3 had 6 hadn't closed
4 hadn't dropped out

- 10 2 I wish/If only I were good at pitching a tent.
3 The woman wishes she could afford to buy a new outfit.
4 I wish/If only I could give a home to every homeless person in the city.
5 The police wish they had caught the thief.
6 I wish/If only Mike hadn't broken my MP3 player.

11 (Suggested Answers)

- 2 ... a huge garden so I could take in stray animals.
3 ... bought that faulty camcorder.
4 ... so tired all the time.
5 ... travel all around the world.

- 12 2 when 4 where
3 which/that 5 whose

- 13 2 The sheep and cows which/that were set loose by loggers belong to a local farmer.
3 Greenpeace is an environmental organisation whose actions are known all over the world.
4 The reasons why he ended up on the streets are still unknown.
5 This is a collection point where people can dispose of old electronic equipment.

- 14 2 which/that 4 which 6 where
3 who 5 whose

- 15 2 C 3 C 4 B 5 C 6 A

- 16 2 which/that (O – omitted)
3 which/that (S – not omitted)
4 which/that (S – not omitted)
5 who/that (S – not omitted)
6 whose (S – not omitted)
7 who/that (S – not omitted)
8 which/that (S – not omitted)
9 which/that (O – omitted)
10 who/that (O – omitted)
11 who/that (O – omitted)
12 which/that (O – omitted)

- 17 2 which ND (put commas)
3 where ND (put commas)
4 why D (no commas)
5 who ND (put commas)
6 where ND (put commas)
7 when D (no commas)
8 which/that D (no commas)
9 which ND (put commas)
10 whose D (no commas)
11 who D (no commas)
12 why D (no commas)

18 (Suggested Answers)

- 2 ... why people can be so unfair.
3 ... when I took my first holiday abroad.

- 4 ... where I could enjoy nature at its best.
 5 ... which/that was about African wildlife.
 6 ... who talks all the time.

Grammar Bank 4

- 1 2 was spotted 7 be booked
 3 has not been explained 8 had never
 4 are being discussed been shown
 5 will be taken over 9 to be given
 6 was being prepared 10 is held
- 2 2 Were you informed about the cost of the tour?
 3 Reports of UFO sightings in the area are being investigated by the police.
 4 Stonehenge was built thousands of years ago.
 5 A TV mini-series about the Bermuda Triangle has been filmed.
 6 The source of the strange humming noise still hasn't been found.
 7 The first paragraph needs to be rewritten.
- 3 2 is not expected 8 was written
 3 is inhabited 9 is still considered
 4 is affected 10 was adapted
 5 are complicated 11 be found
 6 is hit 12 will certainly
 7 is forced be thrilled
- 4 2 with 4 by 6 by 8 by
 3 with 5 with 7 with
- 5 2 When was Stonehenge built? It was built between 3100 and 1500 BC.
 3 Where is a big UFO festival held every year? It is held in Roswell, USA.
 4 Who was *The Day of the Triffids* written by?/Who wrote *The Day of the Triffids*? It was written by John Wyndham.
 5 When was the coelacanth rediscovered? It was rediscovered in 1938.
 6 Who was the founder of Greenpeace?/Who founded Greenpeace? It was founded by Bob Hunter.
- 6 B Four people were injured in yesterday's train crash.
 C More soup kitchens will be created for the homeless by the city council.
 D Thirty villages have been evacuated by the authorities.
 E A strange humming noise is reported by a local resident.
 F The Natural History Museum might be re-opened by the city.
- 7 2 The charity has been given all her money. All her money has been given to the charity.
 3 I was promised a replacement product by the company.

A replacement product was promised to me by the company.

- 4 The man was read his rights by the police officer. The man's rights were read to him by the police officer.
- 5 Their son will be taught Spanish. Spanish will be taught to their son.
- 6 Ian has been offered a new job. A new job has been offered to Ian.
- 7 He should be told the truth soon. The truth should be told to him soon.
- 8 I have been sent some photographs by Mina. Some photographs have been sent to me by Mina.
- 8 2 was reported to have appeared in the sky
 3 are believed to be conducting secret experiments
 4 is expected that he will make an announcement tomorrow
 5 is said to have been hiding in the woods
 6 is considered to be a leading paleontologist
 7 are thought to lack originality
 8 is claimed to have solved the mystery
- 9 The creature is said to resemble a huge ape and is sure to be the Yeti. Yesterday a team of scientists were called in by the authorities to investigate the claim. After some investigations, the mystery was solved by the scientists. What was seen by the woman was not the Yeti but a big orangutan which is being kept at the local zoo. The animal had escaped a few days earlier and an announcement warning people of the fact had even been made by the zoo workers. The announcement had obviously not been heard by Mrs Harris.
- 10 2 Loren Coleman owns the International Cryptozoology Museum.
 3 Many people believed the house was haunted.
 4 Experts have not proved the existence of aliens.
 5 Visitors to the museum can see many interesting things.
 6 Many tourists take tours around haunted castles.
 7 Scientists were discussing the recent discovery at yesterday's conference.
 8 The authorities had warned people of a tsunami approaching the area.
- 11 2 A 3 B 4 A 5 C 6 A
- 12 2 thought that space will be
 3 was given to Jason
 4 reported that the creature resembled
 5 Liam made to tell
 6 believed not to have written.
- 13 2 hasn't he? 5 isn't it? 8 shall we?
 3 had he? 6 didn't she? 9 aren't I?
 4 isn't it? 7 aren't we? 10 hasn't she?

WORKBOOK KEY

14 2 I 4 E 6 G 8 J 10 F
3 B 5 H 7 A 9 C

15 2 did they 5 aren't I 8 is it
3 would you 6 hasn't he
4 don't they 7 will you/won't you

16 2 yourself 5 themselves 8 ourselves
3 yourself 6 himself
4 myself 7 herself

17 2 - 4 himself 6 themselves
3 - 5 ourselves

18 2 ourselves 4 themselves 6 herself
3 itself 5 myself 7 myself

19 2 a 4 an 6 A, an 8 some
3 Some 5 a 7 an

20 2 - 4 -, the, -
3 the/-, - 5 the, the, the

21 2 the, a, the 4 the, an
3 -, a 5 a, the, the

22 1 the 4 -, the, -
2 -, The, the, the 5 the, -, -, a, -
3 a, an, the

23 2 A 4 B 6 A 8 C
3 C 5 C 7 B

24 2 - 7 - 12 the 17 a
3 an 8 the 13 the 18 the
4 - 9 the 14 the 19 a
5 The 10 the 15 the 20 an
6 a 11 a 16 - 21 the

Grammar Bank 5

1 1 told 3 said, told 5 say, tell
2 said, told, said 4 telling, say 6 said, told

2 1 I, my 3 she, my, my
2 her, her, him 4 they, their

3 2 would stay ("I will stay off campus.")
3 was going to travel ("I am going to travel around Europe for a year.")
4 got ("I got a silver award.")
5 didn't need ("I don't need any help.")

4 2 he said that his dog was barking/had been barking all night.
3 The instructor said that it took discipline and patience to master the art of Kung Fu.
4 Janet said she hoped she would pass her driving test that time.

5 He said that they were having a karate class the next/the following day.

6 Fiona said that she didn't understand why some students borrowed books from the library and didn't return them on time.

7 She said that she hadn't seen Patrick since the previous week/the week before.

5 2 a 3 a 4 b

6 (Suggested Answers)

2 The judo instructor asked the class to bow to their partners.

3 The judo instructor told the class to stand still with their legs bent.

4 The judo instructor told the class to then take several deep breaths.

5 The judo instructor told the class to move forward on their hands and knees.

6 The judo instructor suggested taking a ten-minute break.

7 2 The teacher asked Paul why his assignment was late.

3 I asked them if/whether they had/had had interactive whiteboards in their last school.

4 Joan asked me what time our geography class started.

5 Heather asked us when we would sign up for the extracurricular activities.

6 The camp leader asked them if/whether they had taken a first-aid class.

8 2 I want to know how it feels to be the winner of the young scientist award.

3 I wonder how your invention will improve people's lives.

4 I want to know how long it took you to perfect your invention.

5 Could you tell me if/whether you worked on the invention on your own?

6 I wonder who encouraged you to take part in the competition.

7 Do you know what your next invention will be?

9 2 The English teacher said that Mark should put more effort into his homework.

3 Ian asked if/whether he should come back later.

4 The guide told me that I wouldn't have to book a place for the following day's tour.

5 The coach told them that they didn't need to/didn't have to train any more that day.

6 Jason said that he might win a scholarship.

7 Mr Halls told his class that their parents had to sign that form.

8 Phillip said that Hilary may/might write a report on illiteracy.

- 10 2 She suggested watching the lecture online.
3 The teacher told us not to use our calculators during the maths test.
4 Melissa asked Jeremy to help her edit her essay.
5 She asked where the student cafeteria was.
6 Kim asked Lisa if/whether she could lend her that book.
7 She told me that I might/could be elected class president.
- 11 2 boasted 4 refused
3 allowed 5 demanded
- 12 2 c Martha complained that we never cleaned up after ourselves.
3 a Mr Sykes wanted his students to do more research on their projects.
4 e Sandra begged me to give her back her mobile phone.
5 d The teacher reminded us to hand in our essays that afternoon.
- 13 2 The headteacher informed us that our exam results would be announced the next day.
3 Sandy boasted that she ran/about running the fastest of all her teammates.
4 My friend encouraged me to sign up for the Duke of Edinburgh's award.
5 Mum reminded me to feed the dog before I went to school.
6 Tim accused Luke of scratching/having scratched his DVD.
7 Mr Lakes advised me to revise more systematically for my tests.
8 Sarah apologised for interrupting the lesson.
9 She warned me not to let Billy bully me.
10 She denied downloading/having downloaded music from the Internet.
11 He admitted (to) taking/having taken my notebook by mistake.
12 Harry insisted on paying for the damage he had caused.
- 6 2 She was running as she was late for her job interview.
3 At last, after being stuck in traffic for 2 hours, they arrived home!
4 All in all, the play was a success.
5 Sally likes to read, while Brett doesn't.
6 He sent the company a letter in order to complain about the faulty MP3 player.
7 Everyone volunteered for the food drive apart from Helen, who was ill.
8 I'll do the extra work only if you help me.
- 7 2 will Ann have her hair dyed (by the hairdresser)
3 you like to have your ears pierced
4 had her teeth checked (by her dentist) yesterday
5 has had her appointment rescheduled
6 had already had her nose fixed (by a plastic surgeon) before her photo shoot
- 8 2 Jo had her leg broken in an accident.
3 The hairdresser had her salon burgled last night.
4 Edward had his car stereo stolen last week.
- 9 2 Have you had your eyes tested
3 is having/will have the photos developed
4 had it delivered
5 have it cleaned
6 had them painted
- 10 2 He has had the applicants interviewed by a psychologist.
3 He had a sketch of his dog drawn.
4 She had her jewellery stolen.
5 They will have their dog trained (by a professional).
6 She was having her eyebrows plucked.
7 She had a stunning outfit made by a local designer.
8 He will have the concert hall renovated.
- 11 2 Ms Smith had reservations made for dinner.
3 Will she have her nails manicured?
4 Harry hadn't had a double room reserved.
5 Ben had his telephone service disconnected because he hadn't paid his bill.
6 Tina was having cream applied to her face by a beauty therapist.
- 12 2 can't be applying her own make-up
3 may be doing her make-up
4 can't have styled her own hair.
- 13 2 must have lied about the accident
3 can't have had a facelift
4 can't have got her nose pierced
5 must have made up an excuse
6 must have stopped bullying his classmates
7 must have been looking for a new job

Grammar Bank 6

- 1 2 after 3 before 4 until 5 Whenever
- 2 2 doesn't approve 4 don't like
3 Will you send 5 got/had got
- 3 2 had 4 told 6 is
3 arrived 5 lay
- 4 2 The first time, realised 5 will have fixed, by
3 as soon as, come 6 As, was walking
4 before, starts
- 5 1 although 3 while 5 For example
2 Furthermore 4 as soon as 6 Whenever

- 14 2 so that 5 so as 8 so as to 5 as
3 in order to 6 in case 9 prevent 6 as if/though
4 so that 7 in order 10 for
- 15 2 They got tattoos on their bodies so as to look more ferocious.
3 He went to New Zealand so that he would learn more about the country's culture.
4 They use their dance movements to frighten others.
5 Ants use their antennae so that they can communicate with other ants.
- 16 2 in order to 4 in order to
3 so as not to 5 To
- 17 2 such 4 such an 6 so 8 so
3 so 5 such a 7 such a
- 18 2 They had an argument. As a result, they stopped speaking to each other.
3 There was such a lot to do that I became completely disorganised.
4 There are so few people who like her that she'll be lucky to be invited to the party.
5 He kept throwing loud parties. Consequently, he was asked to vacate the flat.
6 She wore so much make-up that I couldn't see her face!
7 There were so many people waiting in the queue that I decided to leave.
- 19 2 because 7 Since
3 Due to 8 Now that
4 the reason why 9 because of
5 on account of 10 for
6 because
- 20 2 The reason for 7 due to/because of/
3 as/because/since on account of
4 The reason why 8 As/Since/Because
5 Now that/Since 9 due to
6 as/because/since 10 for
- 21 2 Pamela visited a psychologist due to a big problem that she had.
3 I can't tell you my secret since I don't trust you.
4 The reason why she wants to know why we argued is because she's a nosy parker.
5 Due to the fact that so many dolphins needed help she made dolphins her life's work.
6 I couldn't get through because of a flock of sheep blocking the road.
7 The plane didn't take off because of a mechanical problem.
8 Now that the party is over, I'm going to clean up.
- 22 2 the way
3 the same way as/the way (that)
4 as if/though
- 23 2 had never seen 7 are not telling
3 had/have had 8 was/were
4 was/were made 9 had not slept
5 was/were 10 had met
6 have been crying 11 was/were
- 24 2 C 3 A 4 C 5 C 6 B
- 25 2 did 5 would 8 are 10 does
3 do 6 will 9 did 11 was
4 have 7 do 10 will
- 26 2 Opposite my house is my school.
3 Onto the stage came the dancers.
4 Up the wall climbed the Shaolin monk.
5 Through the hoop jumped the dolphin.
6 From one flower to another flew the bee.
7 Down the street the town crier would walk.
8 Out of the bank ran the robbers.
9 Away flew the balloon.
10 Now is your chance to let her know how you feel.
- 27 2 will they be able 5 does dolphin
3 must you be training require
4 do we punish
- 28 2 had she left the house than she realised that she'd left her notes at home
3 did we see a bottlenose dolphin, we also got to swim with one
4 before have I heard such a frightening story
5 did we realise that the house was haunted
6 have there been so many homeless in this city
7 has Harry donated to charity
8 should you enter the laboratory
9 I had listened to it several times did I understand what the lecture was about
10 did Jane know that she had won first prize
11 last month have I been to the theatre
12 I known about Anna's graduation, I would have gone
13 else have we seen such natural beauty
14 I you, I'd apply to lots of universities
15 had he entered his house when the earth started shaking violently

Key Word Transformations

- 1 to get used to driving
- 2 has been presented with
- 3 succeed in getting
- 4 hadn't waited (for) so
- 5 would rather read books than
- 6 called off due
- 7 no intention of leaving
- 8 never seen a better
- 9 wanted to know

- 10 having your books delivered by
- 11 haven't seen Bea for
- 12 should not have shouted
- 13 let out of
- 14 had better not make
- 15 prefer not to go
- 16 does this camera belong to
- 17 do not approve of
- 18 only Daisy had not
- 19 give/include a full description
- 20 is said to bake
- 21 were you I would
- 22 you mind not putting
- 23 are the same as
- 24 dropped out of
- 25 is capable of winning
- 26 a steady rise in
- 27 is too slow to win
- 28 is no longer friends
- 29 never seen a more
- 30 apologised for hurting/having hurt
- 31 are included in
- 32 take advantage of
- 33 is no difference between
- 34 instead of (going to)
- 35 as a result of
- 36 get in touch with
- 37 (been) ages since we went
- 38 has had no success
- 39 should not allow
- 40 in order to get
- 41 in the habit of going
- 42 the only one who/that remembered
- 43 is making no effort to
- 44 not enough light
- 45 feel like going
- 46 accused Lola of taking/having taken
- 47 haven't seen James for
- 48 was the first time (that)
- 49 being unable to speak
- 50 backed out of playing at

Phrasal Verbs

- | | | | |
|---|---------|----------|----------|
| 1 | 1 by | 4 down | 7 off |
| | 2 ahead | 5 up | 8 out |
| | 3 up | 6 on | 9 over |
| 2 | 1 in | 4 away | 7 out |
| | 2 up | 5 on | 8 across |
| | 3 out | 6 up | 9 over |
| 3 | 1 up | 4 down | 7 out |
| | 2 in | 5 on | 8 along |
| | 3 away | 6 out | 9 on |
| 4 | 1 up | 4 around | 7 up |
| | 2 up | 5 over | 8 out |
| | 3 out | 6 to | 9 off |

- | | | | |
|---|--------|------|-------|
| 5 | 1 out | 4 on | 7 out |
| | 2 on | 5 up | 8 up |
| | 3 away | 6 up | 9 out |

Verbs/Adjectives/Nouns with Prepositions

- | | | | | |
|---|-----------|-----------|-----------|------------|
| 1 | 1 against | 4 for | 7 on | 10 of |
| | 2 on | 5 of | 8 in | |
| | 3 at | 6 for | 9 from | |
| 2 | 1 to | 3 with | 5 at | 7 of |
| | 2 by | 4 with | 6 to | 8 with |
| | | | 9 on | 10 with |
| 3 | 1 for | 3 from | 5 on | 7 of |
| | 2 in | 4 of | 6 from | 8 by |
| | | | 9 to | 10 at |
| 4 | 1 in | 3 of | 5 on | 7 for |
| | 2 with | 4 of | 6 with | 8 for |
| | | | 9 on | 10 for |
| 5 | 1 on | 4 between | 7 about | 10 on |
| | 2 of | 5 to | 8 away | |
| | 3 for | 6 for | 9 against | |
| 6 | 1 with | 6 for | 11 on | 16 for |
| | 2 at | 7 from | 12 in | 17 with |
| | 3 in | 8 about | 13 about | |
| | 4 for | 9 to | 14 about | |
| | 5 at | 10 in | 15 from | |
| 7 | 1 for | 8 into | 15 from | 22 of/with |
| | 2 with | 9 of | 16 on | 23 in |
| | 3 to | 10 about | 17 at | 24 on |
| | 4 between | 11 to | 18 to | 25 of |
| | 5 about | 12 with | 19 for | 26 about |
| | 6 in | 13 on | 20 in | 27 with |
| | 7 for | 14 in | 21 from | 28 of |

Revision Modules 1-6

Module 1

- | | | | | | |
|---|--|-------------|-------------------|-----|------|
| A | 1 B | 3 C | 5 D | 7 C | 9 B |
| | 2 A | 4 A | 6 B | 8 D | 10 A |
| B | 1 speed | 3 deafening | 5 prosthetic | | |
| | 2 ripples | 4 loss | | | |
| C | 1 A | 3 B | 5 B | 7 C | 9 C |
| | 2 B | 4 B | 6 C | 8 A | 10 A |
| D | 1 a few | 3 any | 5 a great deal of | | |
| | 2 Most | 4 Neither | | | |
| E | A 3 | B 4 | C 6 | D 5 | E 1 |
| F | A 2 | B 3 | C 6 | D 4 | E 1 |
| G | 1 Sports programmes are boring! | | | | |
| | 2 What's on later? | | | | |
| | 3 Why don't you check the TV guide? | | | | |
| | 4 I don't like either of those. | | | | |
| | 5 What is it? | | | | |
| | 6 As long as we can change the channel at 7 o'clock. | | | | |

H (Suggested Answer)

In the summer holidays, my friend, Samantha, and I went camping in the south of France. One hot day, we decided to hire bicycles and go on a bike ride. Little did we know how frightening the experience would be. We had been enjoying the ride in the sun when Samantha suggested that it might be fun to ride down a hill without holding onto the handle bars. Not long after she set off down the hill she began to lose control of the bike. All of a sudden, Samantha screamed and fell over the handle bars crashing to the ground. I safely made it down the hill and quickly ran to her side. She was badly hurt, so I called for an ambulance. As we were waiting, the sky grew darker and it was getting colder. We hadn't brought any warm clothing with us and we hadn't eaten since lunch. I began to wonder what would happen if the paramedics couldn't find us. But luckily, the paramedics didn't take long to arrive. We were rushed to hospital where we each gave a huge sigh of relief. Although the experience was terrifying, Samantha was safe. She also promised she would never show off on her bike again!

Module 2

- A** 1 C 3 A 5 B 7 D 9 A
2 B 4 C 6 A 8 B 10 D
- B** 1 access 3 sliding 5 working
2 ahead 4 banned
- C** 1 A 4 B 7 C 10 B 13 A
2 C 5 C 8 B 11 A 14 C
3 A 6 B 9 A 12 C 15 C
- D** 1 T 3 NS 5 F 7 NS
2 F 4 T 6 T 8 T
- E** A 3 B 6 C 1 D 5 E 4
- F** 1 b 3 a 5 a 7 b
2 b 4 b 6 a

G (Suggested Answer)

Dear Sir/Madam,
I am writing to complain about the recent experience I had at your establishment. I visited your shop on May 2nd in order to buy a camera, only to find out there were problems with it. After purchasing the camera and taking it home, I realised that it did not in fact work. I took it back to the shop the following day with the intention of exchanging it. However, when I explained the problem to the store manager, he was not very helpful. In fact, he refused to exchange it or give me a refund and was very abrupt with me. After arguing with him for some time, he eventually agreed to a replacement, but he was extremely

unhelpful and very rude about the whole situation. Despite having received a replacement camera, I feel I deserve both an apology and an explanation for the way I was treated by the store manager. I hope this matter can be resolved quickly and amicably. I look forward to your reply.

Yours faithfully,
Jacob Stevens

Module 3

- A** 1 B 3 B 5 C 7 C 9 C
2 D 4 A 6 B 8 D 10 B
- B** 1 wandered 3 leaking 5 wipe out
2 swarm 4 biting
- C** 1 B 4 B 7 A 10 A 13 A
2 C 5 C 8 C 11 C 14 A
3 C 6 C 9 C 12 B 15 C
- D** A 3 B 6 C 4 D 1 E 2
- E** 1 1 3 3 5 2
2 3 4 3 6 2
- F** 1 I'd like to make a donation.
2 I'd like to make a single donation of £25, please.
3 And your telephone number?
4 Could you give me your credit card details?
5 It's May next year.
6 Thank you for your donation.
- G** 1 b 2 c 3 a

(Suggested Answer)

Space exploration costs the government a great deal of money each year. In my opinion, space exploration is a bad idea since it limits the amount spent on public services. Firstly, space exploration risks human life. Due to its harsh conditions, living in space can be extremely dangerous for astronauts. If something goes wrong there may be little we can do to save them. Lives are also at risk on Earth when pieces of old spacecraft and satellites fall from the sky. Secondly, the money used for space exploration could be better spent. For example, the funds could be used to improve society and reduce poverty. Many people feel that sending someone into space wastes money that could greatly improve people's standard of living. On the other hand, space exploration allows mankind to discover new things. For instance, astronauts may find new materials or more natural resources. Therefore, space exploration may pay off if astronauts discover materials that we can use on Earth. Taking everything into account, I feel that space exploration is a waste of money which could be

spent in more beneficial ways. If the funding that is used for space exploration were used to reduce poverty instead, then the world would be a much better place to live in.

Module 4

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

B 1 report 3 floating 5 glanced
2 reluctant 4 splashing

C 1 C 4 C 7 C 10 B 13 B
2 C 5 C 8 B 11 C 14 C
3 B 6 C 9 C 12 A 15 A

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

E A 5 B 6 C 4 D 1 E 2

F A 5 B 3 C 2 D 1

G 1 b 3 a 5 b 7 b 9 b
2 b 4 a 6 a 8 b

H (Suggested Answer)

Hi Claire,

It was nice to hear from you. A book I definitely think you should read over your holidays is Douglas Adams' *The Hitchhiker's Guide to the Galaxy*, an epic sci-fi novel published in 1979.

The intriguing story is set in an ordinary, present-day city and talks about Arthur Dent, a man who has been notified that his house will be demolished in order to build an intergalactic highway! Arthur and his friend, Ford Perfect, manage to escape into space just before Earth is demolished. The book follows their adventures as they travel around the universe in search of a new home. What I loved about this novel is how funny it is. The well-developed characters get themselves in all sorts of interplanetary trouble, with hilarious results.

This is a book for readers of all ages. I'm sure you'll love it!

Love,
Tina

Module 5

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

B 1 shining 3 relief 5 goals
2 crash 4 gasped

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

D 1 Bob said that he won a scholarship the year before.
2 Joe said that he had passed the exam.
3 They said that they would go to the performance the following day.
4 Kate said that she was studying/had been studying in the library.
5 Mary said that Jake was training to become a Kung Fu master.

E 1 C 2 C 3 D 4 D 5 A

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

G 1 What's the title of the book and the author?
2 I'm afraid that book is out right now.
3 It should be brought back in two days.
4 Can I see your library card, please?
5 The books are due back in one week.

H 1 c 2 b 3 a

(Suggested Answer)

In many schools around the world, students must wear a school uniform. The question is, though, should uniforms be compulsory in schools and if so, what are the drawbacks of students being obliged to wear a uniform?

One argument in favour of wearing a uniform at school is that it reduces peer pressure. Since everyone wears the same outfit, there is no difference in appearance among students. As a result, students do not feel forced to wear the latest fashion. Nevertheless, it is also said that a uniform limits a student's self-expression. Children or young people are not able to express their style and personality through their clothes, as everyone is dressed identically.

One more advantage of school uniforms is that they save parents money. Uniforms are certainly cheaper than the latest, trendy clothes on the market. On the other hand, a uniform can be uncomfortable. For instance, it can be too itchy or too hot to wear in summer.

Another point in support of school uniforms is that they reinforce the students' sense of belonging in a scholastic community. Students feel proud to wear their school colours and show that they attend a particular school. However, there might be students who either do not like their school or even the uniform itself. For these students, a uniform would simply add to their unhappiness.

To conclude, though wearing a uniform at school has both advantages and disadvantages, I strongly believe that the benefits of uniforms outweigh the drawbacks. It is important that students feel equal and show off their school spirit, and this can be achieved by making it compulsory for them to wear a uniform.

Module 6

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

B 1 supporter 3 stamped 5 resolve
2 cosmetic 4 raised

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

D 1 losing/she (had) lost weight did Eve feel
confident
2 do I get tongue-tied
3 you talk to Emma, ask her to call me
4 did I know he was lying
5 you leave now will you be on time for your
appointment

E 1 NS 3 T 5 F 7 NS
2 T 4 F 6 T 8 F

F A 2 B 3 C 1 D 4

G 1 b 3 a 5 b 7 b
2 a 4 a 6 a 8 a

H (Suggested Answer)

Hi Jason,

Meeting your favourite singer must have been amazing! I'd really love to meet Leonardo DiCaprio, the actor. He's been my favourite actor since I saw him in *Inception* some years ago.

I think he's good-looking. He's very tall and slim. He has piercing green-blue eyes, and a dazzling smile. All the photos I've seen of him show him in very stylish outfits.

People say that he's a very funny and outgoing person. But what I admire about him is his generosity and kindness. He does a lot of work towards protecting the environment and also helps many charities. In my books, that makes him a great role model for teens but also adults.

The first thing I'd say to him if I met him is that I truly admire him as an actor, an environmentalist and a philanthropist.

Take care,
Zoya

Module 1

> Exercise 4 (p. 9)

Presenter: And today on the show we have Simon Robins who was part of an international rescue team in Japan after the terrible earthquake and tsunami that tragically took thousands of lives. Simon, welcome to the show.

Simon: Thank you, Andrew.

Presenter: Simon, first of all, how did you end up in Japan helping with the rescue effort?

Simon: Well, I have worked for the fire department at home in the USA for many years and now I specialise in training other officers in search and rescue. Right after this disaster in Japan happened, I was asked if I could join an international rescue team and of course I agreed. A difficult situation like this needs people with the right skills.

Presenter: Apart from seeing so much awful tragedy and suffering all around, the rescue teams had to face many more problems, didn't they Simon?

Simon: Yes, they did. For a start, lots of roads were destroyed and there were big traffic jams and long queues for petrol everywhere. But probably the thing which made our job the most difficult was that only a few days after the disaster, heavy snow fell on the rubble and it was freezing cold.

Presenter: And did you find many survivors?

Simon: Only a few, in the first few days. Probably my darkest moment during my time in Japan was when our team received a radio call six days after the earthquake that there was a possible survivor under the rubble. We spent hours digging, but in the end we only found another body. It was very disappointing.

Presenter: I can only imagine, Simon.

Simon: The truth is, Andrew, that the chances of finding a survivor after an earthquake drops after five days and becomes very unlikely after seven days. Unfortunately, things weren't any different in this situation.

Presenter: So in the middle of this terrible tragedy, Simon, did you see any hope at all?

Simon: Yes, I did, and I was amazed by that. Even though emergency refugee centres were crowded with about half a million survivors struggling to cope with losing relatives and shortages of food, supplies and electricity, people didn't seem totally hopeless. They were determined to move forward and trying to support and encourage each other.

Presenter: Well, Simon, now lastly I'd like to ask you

> Exercise 4 (p. 10)

Dialogue A:

A: I can't believe what's happening! A tsunami? Who would have expected that?

B: I know, it's chaos in here today.

A: Should we call Dr Robertson and Dr Adams to come in?

B: Absolutely, we need all the help we can get.

A: OK. Oh, and I need a favour. Can you please bring me my mobile? I need to call home and tell them that I'll be really late.

B: No problem, where is it?

A: I think I left it at the nurses' station.

Dialogue B:

A: Chris! Did you hear about the huge explosion in the city centre?

B: I did, I had just finished the evening news when the report came in.

A: We'll be airing updates and we've sent James and his camera crew to report live from the scene. How long will it take you to get ready to go on air?

B: Just give me some minutes.

A: Right. I'll tell the camera and sound crew that we'll be going on live in five minutes.

B: OK.

Dialogue C:

A: Today we'll be looking at tsunamis and how they form.

B: My uncle saw a tsunami, Miss!

A: Really, Brenda? Tell us about it.

B: Well, he and my aunt were on Ghizo Island, one of the Solomon Islands, in 2007. It was early in the morning, when a strong earthquake woke them up.

A: I remember hearing about that quake on the news. Go on ...

B: Well, they immediately left their room and went outside, where everyone had gathered. As their hotel was up on a hill, they were able to see a huge wave rising from the sea and speeding towards the shore.

A: They must have been terrified.

B: Oh yes! They later heard that the tsunami had killed dozens of people.

A: How awful! I'm glad your aunt and uncle were OK, though. Now, everyone, turn to page 60 of your textbooks ...

Dialogue D:

A: We've just had a call from reception, they're evacuating the whole town.

B: What? Why?

A: A tsunami warning has been issued so they're transporting all the guests somewhere safe.

B: A tsunami warning? I can't believe it!

A: Yes, there was an earthquake off the coast and authorities are worried.

B: OK, I'll pack our suitcases. Give me a hand, will you?

A: There's no time. Everyone has to be in the lobby in 10 minutes. Just put some essentials in a backpack.

B: I'll do that and you get our wallets, phones and passports in your backpack.

Module 2

> Exercise 2 (p. 23)

Speaker A

I read an article in the newspaper around a year ago about the way workers are treated in some clothing factories in Asia, and I was very shocked. Since then, I've done some research about where shops get their clothes from and I make an effort to buy clothes only from shops that believe in fair trade. It isn't always possible to be sure which shops support the workers, but I do my best.

Speaker B

I'm not a big spender. My parents always taught me to watch what I spend and be sensible with my money, so that's what I try to do now that I'm an adult. I do have a credit card, and I use it to buy things like airline tickets and products online, but I make sure that I pay it off in full every month. I would hate to get into debt.

Speaker C

I love going shopping with my friends on Saturday afternoons, but sometimes when I get home and look at what I've bought, I wonder why! It's just so easy to pick up something nice like a cheap pair of earrings to wear on my next night out. I usually have lots of similar things at home – it's just that I enjoy buying something new.

Speaker D

In my opinion, these days there's far too much consumerism and materialism in society. There are adverts everywhere advertising expensive designer goods, and the message is that we won't be happy without them. Unfortunately, people believe these lies and waste thousands each year on things they don't really need and spend money that they don't really have.

Speaker E

I only go shopping when I really have to. Fighting my way through a hot, crowded shopping centre just isn't my idea of a good time. If I really need something, I go to a specific shop, get what I want as quickly as possible, and get out of there!

> Exercise 4 (p. 24)

Interviewer: And today on the show we have Betty Nichols, who is an online shopping expert ready to give our listeners online shopping tips. Betty, welcome to the show.

Betty Nichols: Thank you Robert.

Interviewer: Betty, first of all, what are the benefits of shopping online?

Betty Nichols: Well, I think the biggest benefit is that you can easily find the product you are looking for and shop for things in the convenience of your own home. The prices online are fairly reasonable and you can order what you need with a click of a button. That also

saves travelling time to retail shops so you can spend your time on more important tasks or hobbies.

Interviewer: So how do auction websites work?

Betty Nichols: With most online auctions, you simply bid on an item and wait for another user to try and outbid you. If you're the last user to place a bid on an item then you win it. Users don't have to make a payment unless they are the winning bidder. What's great about such sites is you choose the price you are willing to pay.

Interviewer: And what are the drawbacks of shopping online?

Betty Nichols: The biggest drawback is that you can't actually try the clothing on and you can't see the product up close to know what it looks like. It's one thing to see a photo of it and another when you get it home and it doesn't fit or it's the wrong colour. That's why you have to make sure that you go to sites that have a return policy.

Interviewer: That leads into my next question. What are some things people should be aware of when shopping online?

Betty Nichols: Well, you should be aware of what people are selling and make sure it's a secure site. You wouldn't want to go into a shady looking shop that didn't appear safe, so you shouldn't trust the online security on a website that doesn't feel quite right. You should check for expected delivery dates, shipping and handling fees, return policies and other important information.

Interviewer: Is it better to pay by credit card or debit card?

Betty Nichols: It's important that customers understand the difference between the two. There's a difference in how transactions are processed and the protection offered to people when they use them. While debit cards can be used for online purchases, using a credit card adds one more layer of protection, even though you are paying higher interest rates. If the worst does happen and your account information is stolen, then the most that they can do is run up charges on your card. With a debit card this would mean emptying your bank account.

Interviewer: Well Betty, is there anything else you'd like to add?

Betty Nichols: Yes. I'd like to warn people to be careful with their credit card statements. If you shop online, it's important to check your statements every month. Don't just assume that your statement is correct because you don't notice excess charges. Many times identity thieves will charge a small amount of money on your card one month to see if it works and then may not attempt to charge a lot of money until weeks or months later. So, if you notice any unusual charges it's best to check it immediately. Oh... and lastly. You should also keep your computers secure by downloading anti-virus programmes, or updating your browsers and securing your online connections. If your

computer is up to date, you will minimise potential security threats.

Interviewer: Thank you, Betty. That's all the time we have for today ...

Module 3

> Exercise 5 (p. 33)

Radio presenter: Good morning, listeners. Today on the show we have Samantha Carston, a young university student who spent last summer doing volunteer work in India. Samantha, why did you decide to do this?

Samantha: Well, as a student I have 3 months free every summer and I just had the idea one day of doing some charity work. Then I saw a documentary one day about the lack of clean water in some poor areas in India. I did some research online and found a charity that is trying to improve this situation by sending out teams to help. I decided to join one of those teams going to a large town in northern India for a 6-week project.

Radio presenter: And tell us what the project was all about, Samantha.

Samantha: Well, as changing rainfall patterns have caused terrible droughts in the last few years, crops have failed in the countryside and many poor people have been moving to the towns and cities. They settle in slums on the edges of the growing towns and cities and they have no legal right to clean water for drinking, washing and cleaning or proper toilet facilities. So, our job was to support a professional team that had just built proper water and toilet facilities in one of these slums. We spent our days in the slum educating people and showing them how to use the facilities to avoid illness and disease. It was an incredible experience.

Radio presenter: It sounds like it, Samantha. Do you think that the work you achieved will have a long-lasting impact on the people there?

Samantha: I really do. We got some of the people living in the slums involved in helping with the building project too. Now the charity is sponsoring some of these people to carry on the work we started. It was also very encouraging to hear some of the local people coming up with their own ideas about improving hygiene and sanitation in the slums. As they began to understand that poor hygiene causes disease and lost working hours, they got inspired to find their own solutions.

Radio presenter: And what would you say to others thinking about doing some charity work abroad?

Samantha: Oh, definitely go for it! It was very rewarding to be part of something so important. I also feel that the whole experience helped me to grow up and become a more responsible, outgoing and confident person.

> Exercise 4 (p. 38)

Speaker A

The work is so rewarding and the centre does so much to help those in our community. I was surprised when I

first came and they asked me to help the disabled learn computer skills. Then I helped out in the children's programme. The sports and art classes offered are really great for kids. Recently, I have been working with seniors and I really enjoy it. We play board games together and I also like reading to them. I'm glad I got involved.

Speaker B

This weekend make sure you head down to Chester Fields for the Sunshine Festival. It's all for a great cause: the river conservation project. After a delicious pancake breakfast, everyone is invited to play football in the Sunshine Cup. After enjoying lunch at the various food stands, take in the displays about the river ecosystem and how to protect it. Finally, finish the day off with a dance party and listen to some great bands. What a great way to spend the weekend!

Speaker C

What a day! I was so excited to ski in the race and help out such a good cause. I was, however, a bit let down that more people didn't show up to support the event. In the end it didn't matter though, as we had a really fun time in the snow. When I crossed the finish line, I was so pleased with myself for getting involved in such a great day.

Speaker D

It's embarrassing sometimes. People just ignore me as if I'm not there or they stare at me. I don't know which is worse. Just because I can't walk well doesn't mean I can't work. All my friends have jobs and I hate staying at home doing nothing. I'm lucky I have my parents otherwise I would be on the streets.

Speaker E

Although illiteracy rates have declined significantly over the past 35 years, it is important to note many countries still have high rates. I'm pleased to say there are many excellent programs in effect that are trying to combat illiteracy and look into the causes of it. This said and done, I can't emphasise enough the effect illiteracy has on the economic status of an individual with illiterate people generally having a low economic status. Its importance cannot be underestimated.

Module 4

> Exercise 5 (p. 50)

Radio Presenter: Hello and welcome to Talk Time on Radio 5! Joining us today, is paleontologist Jeff Evans. Hello, Jeff.

Jeff: Hello.

Radio Presenter: So, you've found a new species of dinosaur? That's very exciting news!

Jeff: That's right! We've nicknamed it 'The Sprinter'. It's a very small dinosaur, only about two metres long, weighing around six kilograms maximum. It's a 2-legged dinosaur with a long neck, sharp-clawed hands and curved teeth – the ideal predator that kills and eats other animals.

Radio Presenter: Amazing! Where did you make this discovery?

Jeff: In the foothills of the Andes mountains, in Argentina. The site of the discovery is known as The Valley of the Moon. It's a goldmine for paleontologists: literally, a graveyard of the earliest dinosaurs on Earth. However, you can't just scrape the soil and find a dinosaur. No; they're buried more than 700 metres underground.

Radio Presenter: Sounds like a lot of work!

Jeff: It really is hard work. We've been doing research in the valley for decades. We don't just look for dinosaurs. We look at the surroundings, study every inch of the valley and collect every animal species we encounter.

Radio Presenter: And what have you learned from this new species?

Jeff: Well, The Sprinter is one of the earliest dinosaurs we've ever found. Our research shows that in the beginning, dinosaurs were not the strongest or fastest of all the animals. Instead, it took about 30 million years for dinosaurs to evolve. So that's really the story that has emerged from our work. There's still a lot to be discovered, and many years of work ahead, but it's the challenge that makes it all worthwhile.

Radio Presenter: Well, good luck to your team in the future and thank you for talking to us today, Jeff.

Jeff: It's been a pleasure. Thank you.

➤ Exercise 4 (p. 52)

Interviewer: Hello and welcome to 'A Good Read'. I'm your host Martin Fields and chatting with me today is Kelly Sloan, author of the book 'Encounter'. Thanks for joining us today Kelly.

Kelly: It's great to be here Martin.

Interviewer: I just finished reading the book yesterday. It's a real page-turner and a fascinating mix of fact and fiction. Tell us a bit about the story.

Kelly: Well, I really wanted to take all the research and knowledge about UFOs and bring them into a story of a couple who encounter an alien. The relationship that develops is what might happen if it occurred in real life. I developed the alien from an eyewitness description of one. The book should appeal to non-fiction readers as well.

Interviewer: It certainly does. I prefer non-fiction and your book had enough facts in it that it satisfied my interest in reality.

Kelly: That's what I wanted to do with this book; bring factual information to a possible story. I don't want to write just science fiction. Before I began this book, I was studying and researching famous ghosts for a year. I was surprised about how much factual data there is.

Interviewer: So you believe in supernatural phenomena?

Kelly: It depends on what it is. I'm actually quite a sceptic and I need hard facts to believe in something. When I see the facts, then I take them seriously. Look at the Bermuda Triangle. When you examine the data on how many planes and ships have disappeared over

the years, you can't deny that something supernatural is going on there.

Interviewer: Kelly, you are rather an expert on the supernatural with all the articles you have written and published, wouldn't you say?

Kelly: I guess so, it's definitely my passion and I love to explore it in my writing. In this book, I worked with top researchers of UFOs as this is an area I was not that familiar with. My goal with the book is for readers to gain a new understanding of unexplained phenomena while at the same time enjoying a fascinating story.

Interviewer: You definitely accomplished that. When can readers expect to find your book in bookshops?

Kelly: It should be in the shops a week from now.

Interviewer: One last question; what are your plans? What's next for you?

Kelly: Oh, I'm returning back to ghosts and I'm excited to be working on a documentary about a haunted town. But that's all I'm saying for now.

Interviewer: Well, we look forward to hearing more soon. Thanks Kelly for your time today.

Kelly: My pleasure.

Module 5

➤ Exercise 5 (p. 61)

Speaker A

All my friends knew exactly what they wanted to study, but not me. That's why I went to see a career advisor. She talked me through all my options, from art history to zoology! Some of the courses I'd never even heard of, including tourism management. I had no idea you could study something like that! The idea of helping people while they're on holiday really appeals to me. That's why I think this course is right for me.

Speaker B

Everyone thinks studying abroad is really exciting. But because of my parents' jobs, I moved around a lot when I was growing up. I've spent most of my life in boarding schools around the world, so living in a foreign country doesn't appeal to me at all. I've felt like a tourist all my life and would much rather stay where I am now, with my friends. I'm not sure which course is right for me so that's why I haven't enrolled in any courses yet. But I know for sure that whatever I do, I'm going to do it right here.

Speaker C

Most of my friends want to take a gap year before doing further education. I'd love to travel as well, I just figure I can do that after I graduate. The thing is, I know exactly what I want to study, so I've already enrolled in a course for September. I've always been interested in the past – I think it's important to know how we got where we are today. I'm particularly interested in the medieval times, which is one of the options for my degree. I can't wait to start!

Speaker D

Ever since I was young, I never really liked being away

from home. Even when I stayed overnight at my friends' houses, I would always miss my family. I'm not going to let that stop me from achieving my dreams, though. I want to study French, and I know that the best way to learn a language is by using it every day. So I'm going to move to France and go to university there. I know it will be hard at first, but it'll make me a stronger and more independent person.

Speaker E

My parents have always pushed me to become a doctor or an architect. I want to make them happy, but I'm not sure that university is right for me. I told them I was going to take a gap year after school to consider my options. They think I'm going to work for a while and save money to study. The truth is, I'm not interested in going to university and I'm ready to start my career. I've already found myself a job and I start work next week.

➤ **Exercise 4 (p. 66)**

Speaker A

While I was studying to become a teacher, I was seriously burnt out. Luckily, as part of my degree, I was required to work in a classroom for a few months. It really was a much-needed break! I taught Art to children. All the kids were so ambitious and creative – they reminded me of why I had started teacher training in the first place!

Speaker B

I always thought I'd grow up and become a chef, just like my father. I was inspired by how happy people were when they tasted his food! Unfortunately, it turns out I have no talent for cooking. No matter how much my Dad tried to teach me, I would burn everything. Luckily, I was good at science and maths. I'm now studying medicine at university and am really enjoying it. The only problem is that tuition fees are very expensive. In order to pay for them, I serve tables at my dad's restaurant. He won't let me anywhere near the kitchen!

Speaker C

James Joyce is a unique kind of writer. He's most famous for his novel *Ulysses*, which is over 600 pages long. The amazing thing about *Ulysses* is that the entire story takes place in one day! Joyce describes absolutely everything the main character does, sees or thinks. As a result, some people find his writing too difficult to read. Despite this, Joyce is undoubtedly one of the most influential writers that ever lived.

Speaker D

Hello there. I spoke to a lady on the phone last week. I think her name was Linda. I was looking for a book called *The Sea Road*. I need it for a course I'm studying at university. The librarian I spoke to said she would order it in for me and that it would only take a couple of days. That was on Thursday, and I haven't heard

anything since. Could you tell me when I can expect the book to arrive?

Speaker E

Sometimes when people ask about my hobby, I hesitate to tell them. Even though I love football, talking about it makes me a little uncomfortable as some people think it's not for girls. That's so unfair! We have to train just as hard and are just as good as any male team. Before a competition though, I get really anxious and start to doubt myself. I never want to let my team down. Still, once the whistle blows, I forget my fears and just focus on winning. It's so thrilling being out on the pitch!

Module 6

➤ **Exercise 5 (p. 78)**

Dialogue A:

A: OK, we're here. What do you want to do first?

B: Well, why don't we go and have a look at that giant tropical fish tank? There are dozens of different fish in there!

A: Oh come on! We can do that at a pet shop! Let's do something we can't do anywhere else in the city, like feed the penguins.

B: That's a good idea. It says here that we can also feed an octopus, or even a ray!

A: I wonder if they have crocodiles. I'd love to see one from up close.

B: We can only see marine creatures here, remember? Crocodiles don't live in the sea, do they?

A: Oops! How silly of me!

Dialogue B:

A: This place is huge! I don't know which way to go!

B: I suggest we pay for a guided tour. There's one starting in half an hour. It takes visitors through the dinosaurs' section.

A: Cool! That way we'll learn a few things about the Earth's past too.

B: Ha ha, I knew you'd like that! Hey, look at that! It's an actual meteorite. It feels so cold and smooth!

A: Read the sign will you? It says "do not touch the exhibits"!

B: You're right. I wouldn't want that angry-looking guard telling me off!

Dialogue C:

A: Hello, Stan. I haven't seen you for a while.

B: Hello, Mrs Abbott. We were away during the school break. And now that I'm back I have to do a project on an aquatic animal. Any suggestions?

A: Actually, last week we brought in two new books on sharks. Would that interest you?

B: Sure! They're fascinating creatures.

A: OK. Let me see if they're in ... Well, you're in luck! They were both returned today.

B: That's fantastic! May I take them out?

A: Of course, just give me your card.

B: Here you are.
A: All set. They're due back two weeks from today.
B: Thanks, Mrs Abbott. Nice seeing you again.
A: Bye bye, Stan.

Dialogue D:

A: Good morning, how can I help you?
B: Hello, I've ordered a book on emperor penguins and I was wondering whether it's in yet.
A: Can you tell me the name of the book so I can check?
B: Of course. It's The King of Penguins by Jada Jones.
A: Ah, yes. Here it is. Is there anything else you'd like?
B: Yes, please. Do you have any books on extinct aquatic animals?
A: Yes, we do. You'll find them in the section on marine life, in the aisle next to the items on sale table.
B: I'll go and have a look. Meanwhile, can you gift wrap the book on penguins for me, please?
A: Certainly.

➤ **Exercise 4 (p. 80)**

DJ: Joining us today we have Jason Lee from the Wolong National Nature Sanctuary here to talk to us about giant pandas! Hello, Jason.

Jason: Hello!

DJ: So ... tell us a bit about the sanctuary, Jason. Was it created solely for pandas?

Jason: Well, the purpose of the sanctuary is to protect the 6,000 species of wildlife native to the Wolong area. This includes plant-life as well as rare animals, such as the snow leopard. Since the giant panda is an endangered species, we are especially worried about them. There are less than a thousand of them left in the wild and that number has been falling over the years.

DJ: And why is this happening?

Jason: Well, in the past pandas were hunted for their fur but today the problem is that a panda needs vast quantities of bamboo in order to live. When the bamboo plant naturally dies off in one area, pandas simply move to another area to feed. Unfortunately, these days, human settlements have divided the forest. This means that when the bamboo in one area dies out, pandas can't reach new sources.

DJ: I see ... Is anything being done about this issue?

Jason: Yes ... we've been planting corridors of bamboo. These corridors aren't designed to provide food, but to join up the forests. Instead of being narrow strips of land, they're large bamboo plantations that contain farms and houses as well. Since people live in these areas, we've had to teach them how to live alongside pandas, without disturbing them.

DJ: I see. Now, I understand the reserve is also breeding pandas in captivity?

Jason: Yes ... In general, I don't believe wild animals should be kept in captivity. However, in the case of the

panda, they need our help in order to restore their numbers. If we just left wild pandas alone, they would slowly become extinct.

DJ: And is it true that tourists can visit these captive pandas?

Jason: Well, the pandas have attracted so much attention that tour groups do visit. People want to learn more about the panda, and coming to the sanctuary is an excellent way to do that. However, we're not here for tourism. In the long run, we hope to free these pandas into the wild.

DJ: Now, living in the wild is a lot different from living in the sanctuary. What kinds of things do you need to teach the pandas before they can be released?

Jason: Well, they don't need to hunt, as they eat mostly bamboo; but they need to learn to mark and guard their own territory. Although pandas have no natural predators, other pandas can pose a threat.

DJ: So, where do you plan to release the pandas?

Jason: There are some parts of the forest where pandas used to live, but no longer inhabit. I think it's best to release them into these areas. That way, pandas can repopulate the forest, safe from any threats.

DJ: Well, good luck in releasing these pandas, Jason. Thanks for coming on the show!

Jason: It's been a pleasure. Thank you.

Revision Module 1

➤ **Exercise F (p. 144)**

Speaker A

I think the problem is that many of us might not be quite sure exactly what to do if there's a big earthquake or something like that. Sure, kids are told a few things at school and we more or less know how to act in the event some major disaster strikes. What we need to do, though, is to sit down and study what the experts say about proper preparedness for different dire situations. Only then can we be fully ready to face anything that comes our way!

Speaker B

I remember thinking that the weather forecasters were exaggerating, as usual. "It's just drizzling, what 'severe storm warning'?" I thought to myself, and set off to my friend's house in the countryside. I couldn't have been more wrong. About an hour later, the rain – a severe storm indeed – was making it impossible for me to see the road ahead. That's when I crashed into a huge lorry. Today, I feel lucky to have come out alive from the accident. But I now know not have to ignore the experts.

Speaker C

Although I was only 10 when the whole thing happened, the scenes of people screaming and crying as our plane was diving fast towards the ground will never leave me. My family and I were among the lucky few that survived the crash. To this day, I cannot even look at a

plane without shuddering from fear. The images of devastation will haunt me for ever.

Speaker D

The first-aid lessons we had at school seemed boring and pointless to me back then. Stupidly enough, I thought that there would always be someone there to help me if I was in danger. Today, I saved a child from drowning at the beach. The child was my son. Thank goodness all the things I'd been taught came back to me in a flash.

Speaker E

If you ever find yourself in a dangerous situation, try to remain as calm as possible. Panic and fear can often turn a situation from serious to life-threatening. If you are not alone, check on the state of the others and try to reassure them that it will all be OK. Try to keep yourself and the others as safe and comfortable as possible until help arrives. Above all, use your common sense and don't put yourself in further danger.

Revision Module 2

➤ **Exercise E (p. 147)**

Speaker A

That's the last time I go to that supermarket. Don't get me wrong, it's huge and has everything you can imagine. There are also some great bargains to be found if you look around. It took me some time but I got everything on my list. I even bought a few extra items that I just couldn't resist. But then I got to the checkout and saw all the people waiting there. I thought I'd rather go to a more expensive supermarket and pay more than waste my time like that. So I just walked out.

Speaker B

It's all about what the customer wants. But sometimes they don't know what they want and that's where I come in. I can show them something they haven't thought of like the latest designer items they may never have seen before. Most customers appreciate great design and quality. I try to keep in mind of course how much they can spend otherwise they will leave quickly without buying a thing. If they see a stylish blouse at a good price, they reach for their wallets without a second thought.

Speaker C

I can't believe I now have my own tablet PC. I have been dreaming about it for so long. It sure was expensive though, and it will take me some time to pay it off, but it's worth every penny. Of course, now I have to figure out how to use it which won't be easy as I don't know a lot about computers. I don't mind however; it will be fun and challenging. I just can't wait to show it to all my friends.

Speaker D

Most consumers just don't think before they buy. They aren't smart shoppers. Where do they go wrong? Well, they tend to put price first and ignore quality or how a product was made. Whether shopping online or in the shops they are impulse buyers. With the onset of smartphones they can now even shop at any time they like. They rarely shop around to compare price and quality or look for fairtrade labels that guarantee the product was made in an acceptable way. Nor do they research what products are friendly to the environment. The answer lies in the next generation of future shoppers who are more aware and concerned about shopping wisely.

Speaker E

All shoppers want the best price, but it's also important to make good decisions about what you buy. That's why I tell my clients to never shop alone. It's important to have a second opinion. It's easy to buy things you don't really need whether it's at high street shops or second hand shops. That's why it's good to discuss a possible purchase with someone. It's easy to get carried away with purchases, especially when shopping with a credit card.

Revision Module 3

➤ **Exercise E (p. 150)**

Interviewer: Joining us today, we have Andrew Foster, a conservationist at Corcovado National Park in Costa Rica! Hello, Andrew.

Andrew: Hello.

Interviewer: So, Andrew, tell us about Corcovado National Park.

Andrew: Well, the reserve was created in 1975 to protect one of the last remaining rainforests in Central America. This forest provides an important habitat for many rare and endangered species, such as the jaguar.

Interviewer: Why does this area need protection?

Andrew: In the past, the area was heavily threatened by gold mining. Deforestation from these projects massively reduced the size of the forest. Since we established the reserve, mining has become illegal. However, the wildlife continues to be threatened by poachers.

Interviewer: So, how are you dealing with these problems?

Andrew: Well, at the moment, we have wardens patrolling the area to protect it from poachers. We also try to promote conservation among locals by visiting schools. If we can get funding, we intend to replant the areas that have been deforested.

Interviewer: So, how did you first get involved in the conservation of this area?

Andrew: I have always wanted to help the environment, which is why I studied ecology at university. After I graduated, I moved to Brazil to study the effects of climate change. While there, my colleague alerted me to the problems in Corcovado. That's when I made the

decision to move to Costa Rica and join the conservation campaign.

Interviewer: Yet, I hear that you are encouraging tourism in the area?

Andrew: That's right. Tourism is necessary to raise money for our project. Although we are lucky to have voluntary staff, we desperately need funds in order to restore the forests. This must be achieved soon, before jaguar numbers fall so low that we will be forced to breed them in captivity.

Interviewer: But won't tourism damage the fragile ecology?

Andrew: Actually, we promote eco-tourism, which has no negative impacts on the environment. For example, the accommodation we offer our guests is built from straw and furnished with bamboo. Also, although our lodges are located in the reserve, they were constructed without damaging the ancient rosewood trees.

Interviewer: So what advice can you give people that want to help in some way?

Andrew: Well the best way to help is by holding a fundraiser! Remember to send us photographs so we can put them on our website! You could also help by adopting an animal. If you do, we will send you an official certificate of adoption and regular updates on your sponsored animal. Finally, we invite listeners to purchase items from our website. We sell authentic Costa Rican handcrafts that would make great gifts!

Interviewer: That's all we have time for today, thank you for talking to us Andrew.

Andrew: You're welcome.

Revision Module 4

> Exercise E (p. 153)

Speaker A

When I was young, I would often hear my mother singing at night. One evening, I couldn't sleep so decided to go and sit with her. I crept towards the kitchen, where I could hear her singing as usual. As I entered the room, the singing stopped. The room was completely empty. Shocked, I ran to my parents' bedroom, where I found my mother, fast asleep! She later told me that she never sang late at night!

Speaker B

The alarm on my mobile phone woke me up at 7am as always. I turned it off, left my phone on the bedside table and jumped into the shower. However, when I returned to my room, the phone had vanished! I picked up the home phone and dialled my mobile number. Faintly, I heard its familiar ring-tone and followed the sound into the kitchen. To my surprise, it was in the cupboard! I live alone, so how it got there is a mystery!

Speaker C

On my fifteenth birthday, my parents bought me a telescope. That evening, I spent hours looking at the

starry sky. As I examined what I thought was a planet, it began to move sideways! I thought this was unusual, so I followed the orb with my telescope. Suddenly, the mysterious light paused, then shot upwards at great speed and vanished into the darkness! I knew it definitely wasn't a planet!

Speaker D

It was a cloudy afternoon in the middle of Autumn. I was gazing out of the window, when I suddenly noticed a ball of fire falling out of the sky! It sped down to the ground, and crashed into my neighbour's shed, leaving a massive hole in the roof! My neighbour rushed into her garden and hosed down the flames. Afterwards, we found a rock in her shed, which was later confirmed to be a meteorite.

Speaker E

I often go hiking with a friend of mine. One foggy day, we were walking through the forest, when my friend suddenly stopped. He pointed to a tall, dark figure that seemed to be walking like an ape! As we moved closer, it noticed us and quickly ran off into the mist. Perhaps it was a strange creature or perhaps it was just another person who we scared off!

> Exercise F (p. 153)

Dialogue A:

A: What do you want to do next?

B: I thought we could walk to the Science Museum, there's an exhibition on recent space travel that I want to see.

A: That's a good idea. A walk would be nice after this big meal!

B: Yeah, and if you want, we can catch a film at the nearby cinema later.

A: Maybe, we'll see. Now, let's call the waiter for our bill.

B: Actually, I still have a little room for dessert left ...

Dialogue B:

A: What are you looking at?

B: There's this ad about a tour around the haunted parts of the city in the paper. Interested?

A: It sounds fun. Where does it start from?

B: Trafalgar Square.

A: OK. Let's do it! How do we get there?

B: Well, we'll have to change platforms and get on the Northern Line.

A: Alright, and where do we get off?

B: At Charing Cross, and then it's a 3-minute walk to the square.

Dialogue C:

A: Do you want a soft drink or something?

B: No, the popcorn is enough, thanks!

A: OK. I'm glad we were able to find tickets. This place is packed!

- B:** Well, it's supposed to be one of the best sci-fi mysteries of the decade.
- A:** That's what I've heard too. Watching it on their new, huge screen should be good too.
- B:** I bet it will be. Did you remember to get aisle seats?
- A:** Yep! Don't worry. And I also remembered that you don't like sitting in the front rows so I got us seats somewhere in the middle.
- B:** Great! I wonder if we can keep the 3D glasses.
- A:** I don't know, but we can ask the usher.
- B:** Good idea. Anyway, let's go. I want to see the previews too.

Dialogue D:

- A:** What a fantastic idea to have the book fair here.
- B:** Isn't it? It's a lovely day and we can combine book shopping with a picnic or something.
- A:** Or we could just lie under a tree and start reading our new books!
- B:** Ha ha! That too! Anyway, what are you getting?
- A:** Well, I'm going to pick up a couple of sci-novels for myself, but my brother's also asked me to get him something on supernatural phenomena.
- B:** What? You mean ghosts and stuff like that?
- A:** That's right. So, let's have a look at what they have.

Revision Module 5

> Exercise F (p. 156)

Interviewer: Good evening and welcome to the show! Joining us today, we have Johnny Williams, a stuntman who has worked on some major Hollywood films! Now, that does sound exciting, Johnny. Tell us a bit about what you do?

Johnny: Well, as a stuntman, I replace film actors when scenes are too dangerous for them to perform. It's great as the work is incredibly challenging – you never know what you'll be doing from one day to the next. You could be falling down a flight of stairs, fighting with a co-star or even set on fire for an action scene!

Interviewer: Wow! That sounds really dangerous!

Johnny: Yes, the job does involve a certain amount of danger. While all of our stunts have to look good, safety is a top priority. Even then, a stunt can sometimes go wrong, resulting in stuntmen being injured.

Interviewer: Have you had any bad experiences while doing a stunt?

Johnny: Well, I once had to leap off a wall and then swing off a tree. I had practiced it many times. However, when I grabbed the tree, the branch snapped. I didn't break any bones but the impact knocked me out.

Interviewer: What happened then?

Johnny: Well, as always there was a medical team on hand, so I didn't have to go to hospital. They bundled me into the medical van and I woke up several hours later with a pounding headache. Fortunately, I wasn't seriously injured.

Interviewer: Wow! That sounds pretty scary. What sort of skills do you need to do this dangerous job?

Johnny: Well, you need to be athletic and be ready to take risks. When I was younger, I did a lot of extreme sports, like rock-climbing and sky-diving. However, to become a stunt performer, you need to be approved by the National Stunt Organisation, which meant I had to attend stunt school.

Interviewer: I see. And now you run your own stunt academy, right?

Johnny: That's right. We offer classes in combat, water stunts, special effects and much more. Although there is no official qualification, candidates receive a certificate upon completion, which is a great thing to have on your stunt portfolio.

Interviewer: Who can sign up for the academy?

Johnny: Anyone can join! We have classes ranging from beginner to advanced, and each candidate is placed according to their ability. We even offer a kids camp, which is suitable for children aged eight years and over.

Interviewer: What kinds of activities are available for children?

Johnny: Well, we teach kids how to fall and land safely, perform theatrical sword fights and do stunts on a trampoline. We also offer an obstacle course that is a lot of fun and improves fitness.

Interviewer: How can people sign up for your stunt academy?

Johnny: Registration for all of our programmes can be done via our website, or alternatively you can contact our call centre. We are open from March until November, but our kids camp is only available in July.

Interviewer: What kind of advice would you give to somebody who is thinking about becoming a stunt performer?

Johnny: Well, it's really important to have a healthy lifestyle, so eat well and stay active! Also, try to get involved with as many sports as possible – every skill helps as you never know what lies ahead!

Interviewer: Great advice, Johnny. Thanks for coming on the show.

Johnny: My pleasure. Thank you!

Revision Module 6

> Exercise F (p. 159)

Dialogue A:

A: Hi Cynthia. What do you want to have done today?

B: Hello, Nancy. Well, I wanted a very short cut, but I'm afraid it'll just draw attention to my big nose!

A: Big nose? Nonsense!

B: Look, I appreciate your trying to be polite but I'm well aware that I should do something about my nose.

A: Oh, come on! Believe me when I say that you have nothing to worry about.

B: Again, thanks for being so nice, but I'm actually considering seeing a specialist about rhinoplasty.

A: I insist that you don't need to. And I also think that a really short do will show off your beautiful face. And maybe a few highlights too.

B: I don't know, maybe I'll try it ...

Dialogue B:

A: I can't believe you're going through with this!

B: I'm only here for consultation. I haven't decided on anything yet.

A: Well, if you do decide to go ahead with the nose job at least you'll have it done by one of the best in the business.

B: I know! It took months just to get an appointment for a consultation.

A: No surprise there! He's the rhinoplasty specialist celebrities turn to when they want to have their noses done! There's a long waiting list to see him.

Dialogue C:

A: Ugh! That's why I hate looking in mirrors. There's always this big, fat ugly thing in the middle of my face staring at me.

B: You're not going to start complaining about your nose again, are you? Just get in the dressing room and try on the dress already!

A: I only wish I had a cute little button nose like yours.

B: For the millionth time ... there is nothing wrong with your nose!

A: Yeah, sure. You're just saying that.

B: Argh! That's it! You sit here and look at your supposedly big nose and I'll be up on the fifth floor, checking out the electronics section. Come and find me when you're done!

Dialogue D:

A: Hey, isn't that Amanda Crow over there?


B: Where? I can't see her.

A: Right next to the dairy section. She looks so different.

B: You're right! It IS her! Her face is nearly unrecognisable.

A: Don't tell me she had another nose job! Let's go over and say hi. I want to take a closer look.

B: Don't be so mean! Anyway, she heading for the checkout now. You're too late.



ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ
НАУЧНОЕ УЧРЕЖДЕНИЕ «ИНСТИТУТ ИЗУЧЕНИЯ
ДЕТСТВА, СЕМЬИ И ВОСПИТАНИЯ РОССИЙСКОЙ
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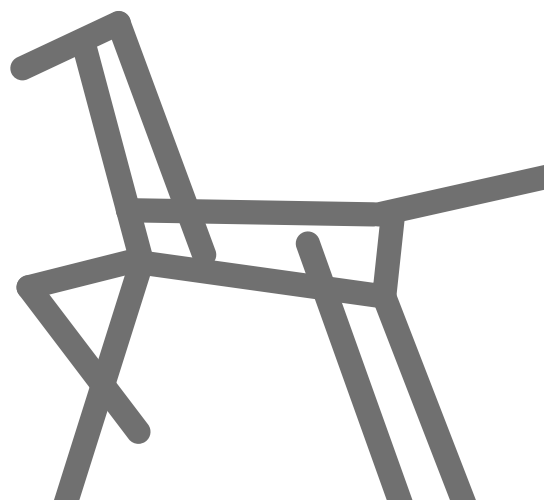


ШКОЛА

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учебно-методического
объединения по общему
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ПРИМЕРНАЯ РАБОЧАЯ ПРОГРАММА ВОСПИТАНИЯ ДЛЯ ОБЩЕОБРАЗОВАТЕЛЬНЫХ ОРГАНИЗАЦИЙ

ИНСТИТУТ ВОСПИТАНИЯ РАО



ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Примерная рабочая программа воспитания для общеобразовательных организаций (далее — Программа) служит основой для разработки рабочей программы воспитания основной образовательной программы общеобразовательной организации.

Программа разработана с учетом Федерального закона от 29.12.2012 № 273 ФЗ «Об образовании в Российской Федерации», Стратегии развития воспитания в Российской Федерации на период до 2025 года (Распоряжение Правительства Российской Федерации от 29.05.2015 № 996-р) и Плана мероприятий по ее реализации в 2021–2025 гг. (Распоряжение Правительства Российской Федерации от 12.11.2020 № 2945-р), Стратегии национальной безопасности Российской Федерации (Указ Президента Российской Федерации от 02.07.2021 № 400), федеральных государственных образовательных стандартов (далее — ФГОС) начального общего образования (Приказ Минпросвещения России от 31.05.2021 № 286), основного общего образования (Приказ Минпросвещения России от 31.05.2021 № 287), среднего общего образования (Приказ Минобрнауки России от 17.05.2012 № 413).

Программа основывается на единстве и преемственности образовательного процесса всех уровней общего образования, соотносится с примерными рабочими программами воспитания для организаций дошкольного и среднего профессионального образования.

Рабочая программа воспитания предназначена для планирования и организации системной воспитательной деятельности; разрабатывается и утверждается с участием коллегиальных органов управления общеобразовательной организацией (в том числе советов обучающихся), советов родителей (законных представителей); реализуется в единстве урочной и внеурочной деятельности, осуществляемой совместно с семьей и другими участниками образовательных отношений, социальными институтами воспитания; предусматривает приобщение обучающихся к российским традиционным духовным ценностям, включая ценности своей этнической группы, правилам и нормам поведения, принятым в российском обществе на основе российских базовых конституционных норм и ценностей, историческое просвещение, формирование российской культурной и гражданской идентичности обучающихся.

Программа включает три раздела: целевой, содержательный, организационный.

Приложение — примерный календарный план воспитательной работы.

При разработке или обновлении рабочей программы воспитания ее содержание, за исключением целевого раздела, может изменяться

в соответствии с особенностями общеобразовательной организации: организационно-правовой формой, контингентом обучающихся и их родителей (законных представителей), направленностью образовательной программы, в том числе предусматривающей углубленное изучение отдельных учебных предметов, учитывающей этнокультурные интересы, особые образовательные потребности обучающихся.

Пояснительная записка не является частью рабочей программы воспитания в общеобразовательной организации.

Курсивным шрифтом в тексте Программы выделены пояснения для разработчиков рабочей программы воспитания в общеобразовательной организации.

РАЗДЕЛ 1. ЦЕЛЕВОЙ

Участниками образовательных отношений являются педагогические и другие работники общеобразовательной организации, обучающиеся, их родители (законные представители), представители иных организаций, участвующие в реализации образовательного процесса в соответствии с законодательством Российской Федерации, локальными актами общеобразовательной организации. Родители (законные представители) несовершеннолетних обучающихся имеют преимущественное право на воспитание своих детей. Содержание воспитания обучающихся в общеобразовательной организации определяется содержанием российских базовых (гражданских, национальных) норм и ценностей, которые закреплены в Конституции Российской Федерации. Эти ценности и нормы определяют инвариантное содержание воспитания обучающихся. Вариативный компонент содержания воспитания обучающихся включает духовно-нравственные ценности культуры, традиционных религий народов России.

Воспитательная деятельность в общеобразовательной организации планируется и осуществляется в соответствии с приоритетами государственной политики в сфере воспитания, установленными в Стратегии развития воспитания в Российской Федерации на период до 2025 года (Распоряжение Правительства Российской Федерации от 29.05.2015 № 996-р). Приоритетной задачей Российской Федерации в сфере воспитания детей является развитие высоконравственной личности, разделяющей российские традиционные духовные ценности, обладающей актуальными знаниями и умениями, способной реализовать свой потенциал в условиях современного общества, готовой к мирному созиданию и защите Родины.

1.1. Цель и задачи воспитания обучающихся

Современный российский национальный воспитательный идеал — высоконравственный, творческий, компетентный гражданин России, принимающий судьбу Отечества как свою личную, осознающий ответственность за настоящее и будущее страны, укорененный в духовных и культурных традициях многонационального народа Российской Федерации.

В соответствии с этим идеалом и нормативными правовыми актами Российской Федерации в сфере образования **цель воспитания** обучающихся в общеобразовательной организации: развитие личности, создание условий для самоопределения и социализации на основе социокультурных, духовно-нравственных ценностей и принятых в российском обществе правил и норм поведения в интересах человека, семьи, общества и государства, формирование у обучающихся чувства патриотизма, гражданственности, уважения к памяти защитников Отечества и подвигам Героев Отечества, закону и правопорядку, человеку труда и старшему поколению, взаимного уважения, бережного отношения к культурному наследию и традициям многонационального народа Российской Федерации, природе и окружающей среде.

Задачи воспитания обучающихся в общеобразовательной организации: усвоение ими знаний норм, духовно-нравственных ценностей, традиций, которые выработало российское общество (социально значимых знаний); формирование и развитие личностных отношений к этим нормам, ценностям, традициям (их освоение, принятие); приобретение соответствующего этим нормам, ценностям, традициям социокультурного опыта поведения, общения, межличностных и социальных отношений, применения полученных знаний; достижение личностных результатов освоения общеобразовательных программ в соответствии с ФГОС. Личностные результаты освоения обучающимися общеобразовательных программ включают осознание российской гражданской идентичности, сформированность ценностей самостоятельности и инициативы, готовность обучающихся к саморазвитию, самостоятельности и личностному самоопределению, наличие мотивации к целенаправленной социально значимой деятельности, сформированность внутренней позиции личности как особого ценностного отношения к себе, окружающим людям и жизни в целом.

Воспитательная деятельность в общеобразовательной организации планируется и осуществляется на основе аксиологического, антропологического, культурно-исторического, системно-деятельностного, личностно ориентированного подходов и с учетом принципов воспитания: гуманистической направленности воспитания, совместной деятельности детей и взрослых, следования нравственному примеру, безопасной жизнедеятельности, инклюзивности, возрастосообразности.

1.2. Направления воспитания

Программа реализуется в единстве учебной и воспитательной деятельности общеобразовательной организации по основным направлениям воспитания в соответствии с ФГОС:

- **гражданское воспитание** — формирование российской гражданской идентичности, принадлежности к общности граждан Российской Федерации, к народу России как источнику власти в Российском государстве и субъекту тысячелетней российской государственности, уважения к правам, свободам и обязанностям гражданина России, правовой и политической культуры;
- **патриотическое воспитание** — воспитание любви к родному краю, Родине, своему народу, уважения к другим народам России; историческое просвещение, формирование российского национального исторического сознания, российской культурной идентичности;
- **духовно-нравственное воспитание** — воспитание на основе духовно-нравственной культуры народов России, традиционных религий народов России, формирование традиционных российских семейных ценностей; воспитание честности, доброты, милосердия, справедливости, дружелюбия и взаимопомощи, уважения к старшим, к памяти предков;
- **эстетическое воспитание** — формирование эстетической культуры на основе российских традиционных духовных ценностей, приобщение к лучшим образцам отечественного и мирового искусства;
- **физическое воспитание, формирование культуры здорового образа жизни и эмоционального благополучия** — развитие физических способностей с учетом возможностей и состояния здоровья, навыков безопасного поведения в природной и социальной среде, чрезвычайных ситуациях;
- **трудовое воспитание** — воспитание уважения к труду, трудящимся, результатам труда (своего и других людей), ориентация на трудовую деятельность, получение профессии, личностное самовыражение в продуктивном, нравственно достойном труде в российском обществе, на достижение выдающихся результатов в профессиональной деятельности;
- **экологическое воспитание** — формирование экологической культуры, ответственного, бережного отношения к природе, окружающей среде на основе российских традиционных духовных ценностей, навыков охраны, защиты, восстановления природы, окружающей среды;
- **ценности научного познания** — воспитание стремления к познанию себя и других людей, природы и общества, к получению зна-

ний, качественного образования с учетом личностных интересов и общественных потребностей.

1.3. Целевые ориентиры результатов воспитания

Требования к личностным результатам освоения обучающимися образовательных программ начального общего, основного общего, среднего общего образования установлены в соответствующих ФГОС.

На основании этих требований в данном разделе представлены целевые ориентиры результатов в воспитании, развитии личности обучающихся, на достижение которых должна быть направлена деятельность педагогического коллектива для выполнения требований ФГОС.

Целевые ориентиры определены в соответствии с инвариантным содержанием воспитания обучающихся на основе российских базовых (гражданских, конституционных) ценностей, обеспечивают единство воспитания, воспитательного пространства.

Целевые ориентиры результатов воспитания сформулированы на уровнях начального общего, основного общего, среднего общего образования по направлениям воспитания в соответствии с ФГОС.

Целевые ориентиры результатов воспитания на уровне начального общего образования.

Целевые ориентиры
Гражданско-патриотическое воспитание
Знающий и любящий свою малую родину, свой край, имеющий представление о Родине — России, ее территории, расположении. Сознающий принадлежность к своему народу и к общности граждан России, проявляющий уважение к своему и другим народам. Понимающий свою сопричастность к прошлому, настоящему и будущему родного края, своей Родины — России, Российского государства. Понимающий значение гражданских символов (государственная символика России, своего региона), праздников, мест почитания героев и защитников Отечества, проявляющий к ним уважение. Имеющий первоначальные представления о правах и ответственности человека в обществе, гражданских правах и обязанностях. Принимающий участие в жизни класса, общеобразовательной организации, в доступной по возрасту социально значимой деятельности.
Духовно-нравственное воспитание
Уважающий духовно-нравственную культуру своей семьи, своего народа, семейные ценности с учетом национальной, религиозной принадлежности. Сознающий ценность каждой человеческой жизни, признающий индивидуальность и достоинство каждого человека. Доброжелательный, проявляющий сопереживание, готовность оказывать помощь, выражающий неприятие поведения, причиняющего физический и моральный вред другим людям, уважающий старших. Умеющий оценивать поступки с позиции их соответствия нравственным нормам, осознающий ответственность за свои поступки. Владеющий представлениями о многообразии языкового и культурного пространства России, имеющий первоначальные навыки общения с людьми разных народов, вероисповеданий. Сознающий нравственную и эстетическую ценность литературы, родного языка, русского языка, проявляющий интерес к чтению.

Эстетическое воспитание
Способный воспринимать и чувствовать прекрасное в быту, природе, искусстве, творчестве людей. Проявляющий интерес и уважение к отечественной и мировой художественной культуре. Проявляющий стремление к самовыражению в разных видах художественной деятельности, искусстве.
Физическое воспитание, формирование культуры здоровья и эмоционального благополучия
Бережно относящийся к физическому здоровью, соблюдающий основные правила здорового и безопасного для себя и других людей образа жизни, в том числе в информационной среде. Владеющий основными навыками личной и общественной гигиены, безопасного поведения в быту, природе, обществе. Ориентированный на физическое развитие с учетом возможностей здоровья, занятия физкультурой и спортом. Сознающий и принимающий свою половую принадлежность, соответствующие ей психофизические и поведенческие особенности с учетом возраста.
Трудовое воспитание
Сознающий ценность труда в жизни человека, семьи, общества. Проявляющий уважение к труду, людям труда, бережное отношение к результатам труда, ответственное потребление. Проявляющий интерес к разным профессиям. Участвующий в различных видах доступного по возрасту труда, трудовой деятельности.
Экологическое воспитание
Понимающий ценность природы, зависимость жизни людей от природы, влияние людей на природу, окружающую среду. Проявляющий любовь и бережное отношение к природе, неприятие действий, приносящих вред природе, особенно живым существам. Выражающий готовность в своей деятельности придерживаться экологических норм.
Ценности научного познания
Выражающий познавательные интересы, активность, любознательность и самостоятельность в познании, интерес и уважение к научным знаниям, науке. Обладающий первоначальными представлениями о природных и социальных объектах, многообразии объектов и явлений природы, связи живой и неживой природы, о науке, научном знании. Имеющий первоначальные навыки наблюдений, систематизации и осмысления опыта в естественно-научной и гуманитарной областях знания.

Целевые ориентиры результатов воспитания на уровне основного общего образования.

Целевые ориентиры
Гражданское воспитание
Знающий и принимающий свою российскую гражданскую принадлежность (идентичность) в поликультурном, многонациональном и многоконфессиональном российском обществе, в мировом сообществе. Понимающий сопричастность к прошлому, настоящему и будущему народа России, тысячелетней истории российской государственности на основе исторического просвещения, российского национального исторического сознания. Проявляющий уважение к государственным символам России, праздникам. Проявляющий готовность к выполнению обязанностей гражданина России, реализации своих гражданских прав и свобод при уважении прав и свобод, законных интересов других людей. Выражающий неприятие любой дискриминации граждан, проявлений экстремизма, терроризма, коррупции в обществе. Принимающий участие в жизни класса, общеобразовательной организации, в том числе самоуправления, ориентированный на участие в социально значимой деятельности.

Патриотическое воспитание
<p>Сознающий свою национальную, этническую принадлежность, любящий свой народ, его традиции, культуру.</p> <p>Проявляющий уважение к историческому и культурному наследию своего и других народов России, символам, праздникам, памятникам, традициям народов, проживающих в родной стране.</p> <p>Проявляющий интерес к познанию родного языка, истории и культуры своего края, своего народа, других народов России.</p> <p>Знающий и уважающий достижения нашей Родины — России в науке, искусстве, спорте, технологиях, боевые подвиги и трудовые достижения героев и защитников Отечества в прошлом и современности.</p> <p>Принимающий участие в мероприятиях патриотической направленности.</p>
Духовно-нравственное воспитание
<p>Знающий и уважающий духовно-нравственную культуру своего народа, ориентированный на духовные ценности и нравственные нормы народов России, российского общества в ситуациях нравственного выбора (с учетом национальной, религиозной принадлежности).</p> <p>Выражающий готовность оценивать свое поведение и поступки, поведение и поступки других людей с позиций традиционных российских духовно-нравственных ценностей и норм с учетом осознания последствий поступков.</p> <p>Выражающий неприятие антигуманных и асоциальных поступков, поведения, противоречащих традиционным в России духовно-нравственным нормам и ценностям.</p> <p>Сознающий соотношение свободы и ответственности личности в условиях индивидуального и общественного пространства, значение и ценность межнационального, межрелигиозного согласия людей, народов в России, умеющий общаться с людьми разных народов, вероисповеданий.</p> <p>Проявляющий уважение к старшим, к российским традиционным семейным ценностям, институту брака как союзу мужчины и женщины для создания семьи, рождения и воспитания детей.</p> <p>Проявляющий интерес к чтению, к родному языку, русскому языку и литературе как части духовной культуры своего народа, российского общества.</p>
Эстетическое воспитание
<p>Выражающий понимание ценности отечественного и мирового искусства, народных традиций и народного творчества в искусстве.</p> <p>Проявляющий эмоционально-чувственную восприимчивость к разным видам искусства, традициям и творчеству своего и других народов, понимание его влияния на поведение людей.</p> <p>Сознающий роль художественной культуры как средства коммуникации и самовыражения в современном обществе, значение нравственных норм, ценностей, традиций в искусстве.</p> <p>Ориентированный на самовыражение в разных видах искусства, в художественном творчестве.</p>
Физическое воспитание, формирование культуры здоровья и эмоционального благополучия
<p>Понимающий ценность жизни, здоровья и безопасности, значение личных усилий в сохранении здоровья, знающий и соблюдающий правила безопасности, безопасного поведения, в том числе в информационной среде.</p> <p>Выражающий установку на здоровый образ жизни (здоровое питание, соблюдение гигиенических правил, сбалансированный режим занятий и отдыха, регулярную физическую активность).</p> <p>Проявляющий неприятие вредных привычек (курения, употребления алкоголя, наркотиков, игровой и иных форм зависимости), понимание их последствий, вреда для физического и психического здоровья.</p> <p>Умеющий осознавать физическое и эмоциональное состояние (свое и других людей), стремящийся управлять собственным эмоциональным состоянием.</p> <p>Способный адаптироваться к меняющимся социальным, информационным и природным условиям, стрессовым ситуациям.</p>
Трудовое воспитание
<p>Уважающий труд, результаты своего труда, труда других людей.</p> <p>Проявляющий интерес к практическому изучению профессий и труда различного рода, в том числе на основе применения предметных знаний.</p> <p>Сознающий важность трудолюбия, обучения труду, накопления навыков трудовой деятельности на протяжении жизни для успешной профессиональной самореализации в российском обществе.</p> <p>Участвующий в решении практических трудовых дел, задач (в семье, общеобразовательной организации, своей местности) технологической и социальной направленности, способный инициировать, планировать и самостоятельно выполнять такого рода деятельность.</p> <p>Выражающий готовность к осознанному выбору и построению индивидуальной траектории образования и жизненных планов с учетом личных и общественных интересов, потребностей.</p>

Экологическое воспитание
<p>Понимающий значение и глобальный характер экологических проблем, путей их решения, значение экологической культуры человека, общества.</p> <p>Сознающий свою ответственность как гражданина и потребителя в условиях взаимосвязи природной, технологической и социальной сред.</p> <p>Выражающий активное неприятие действий, приносящих вред природе.</p> <p>Ориентированный на применение знаний естественных и социальных наук для решения задач в области охраны природы, планирования своих поступков и оценки их возможных последствий для окружающей среды.</p> <p>Участвующий в практической деятельности экологической, природоохранной направленности.</p>
Ценности научного познания
<p>Выражающий познавательные интересы в разных предметных областях с учетом индивидуальных интересов, способностей, достижений.</p> <p>Ориентированный в деятельности на систему научных представлений о закономерностях развития человека, природы и общества, взаимосвязях человека с природной и социальной средой.</p> <p>Развивающий навыки использования различных средств познания, накопления знаний о мире (языковая, читательская культура, деятельность в информационной, цифровой среде).</p> <p>Демонстрирующий навыки наблюдений, накопления фактов, осмысления опыта в естественно-научной и гуманитарной областях познания, исследовательской деятельности.</p>

Целевые ориентиры результатов воспитания на уровне среднего общего образования.

Целевые ориентиры
Гражданское воспитание
<p>Осознанно выражающий свою российскую гражданскую принадлежность (идентичность) в поликультурном, многонациональном и многоконфессиональном российском обществе, в мировом сообществе.</p> <p>Сознающий свое единство с народом России как источником власти и субъектом тысячелетней российской государственности, с Российским государством, ответственность за его развитие в настоящем и будущем на основе исторического просвещения, сформированного российского национального исторического сознания.</p> <p>Проявляющий готовность к защите Родины, способный аргументированно отстаивать суверенитет и достоинство народа России и Российского государства, сохранять и защищать историческую правду.</p> <p>Ориентированный на активное гражданское участие на основе уважения закона и правопорядка, прав и свобод сограждан.</p> <p>Осознанно и деятельно выражающий неприятие любой дискриминации по социальным, национальным, расовым, религиозным признакам, проявлений экстремизма, терроризма, коррупции, антигосударственной деятельности.</p> <p>Обладающий опытом гражданской социально значимой деятельности (в ученическом самоуправлении, волонтерском движении, экологических, военно-патриотических и других объединениях, акциях, программах).</p>
Патриотическое воспитание
<p>Выражающий свою национальную, этническую принадлежность, приверженность к родной культуре, любовь к своему народу.</p> <p>Сознающий причастность к многонациональному народу Российской Федерации, Российскому Отечеству, российскую культурную идентичность.</p> <p>Проявляющий деятельное ценностное отношение к историческому и культурному наследию своего и других народов России, традициям, праздникам, памятникам народов, проживающих в родной стране — России.</p> <p>Проявляющий уважение к соотечественникам, проживающим за рубежом, поддерживающий их права, защиту их интересов в сохранении российской культурной идентичности.</p>

Духовно-нравственное воспитание
<p>Проявляющий приверженность традиционным духовно-нравственным ценностям, культуре народов России с учетом мировоззренческого, национального, конфессионального самоопределения.</p> <p>Действующий и оценивающий свое поведение и поступки, поведение и поступки других людей с позиций традиционных российских духовно-нравственных ценностей и норм с осознанием последствий поступков, деятельно выражающий неприятие антигуманных и асоциальных поступков, поведения, противоречащих этим ценностям.</p> <p>Проявляющий уважение к жизни и достоинству каждого человека, свободе мировоззренческого выбора и самоопределения, к представителям различных этнических групп, религий народов России, их национальному достоинству и религиозным чувствам с учетом соблюдения конституционных прав и свобод всех граждан.</p> <p>Понимающий и деятельно выражающий ценность межрелигиозного, межнационального согласия людей, народов в России, способный вести диалог с людьми разных национальностей, религиозной принадлежности, находить общие цели и сотрудничать для их достижения.</p> <p>Ориентированный на создание устойчивой семьи на основе российских традиционных семейных ценностей; понимании брака как союза мужчины и женщины для создания семьи, рождения и воспитания в семье детей; неприятия насилия в семье, ухода от родительской ответственности.</p> <p>Обладающий сформированными представлениями о ценности и значении в отечественной и мировой культуре языков и литературы народов России, демонстрирующий устойчивый интерес к чтению как средству познания отечественной и мировой духовной культуры.</p>
Эстетическое воспитание
<p>Выражающий понимание ценности отечественного и мирового искусства, российского и мирового художественного наследия.</p> <p>Проявляющий восприимчивость к разным видам искусства, понимание эмоционального воздействия искусства, его влияния на поведение людей, умеющий критически оценивать это влияние.</p> <p>Проявляющий понимание художественной культуры как средства коммуникации и самовыражения в современном обществе, значение нравственных норм, ценностей, традиций в искусстве.</p> <p>Ориентированный на осознанное творческое самовыражение, реализацию творческих способностей в разных видах искусства с учетом российских традиционных духовных и нравственных ценностей, на эстетическое обустройство собственного быта.</p>
Физическое воспитание, формирование культуры здоровья и эмоционального благополучия
<p>Понимающий и выражающий в практической деятельности ценность жизни, здоровья и безопасности, значение личных усилий в сохранении и укреплении своего здоровья и здоровья других людей.</p> <p>Соблюдающий правила личной и общественной безопасности, в том числе безопасного поведения в информационной среде.</p> <p>Выражающий на практике установку на здоровый образ жизни (здоровое питание, соблюдение гигиены, режим занятий и отдыха, физическую активность), стремление к физическому совершенствованию, соблюдающий и пропагандирующий безопасный и здоровый образ жизни.</p> <p>Проявляющий сознательное и обоснованное неприятие вредных привычек (курения, употребления алкоголя, наркотиков, любых форм зависимостей), деструктивного поведения в обществе и цифровой среде, понимание их вреда для физического и психического здоровья.</p> <p>Демонстрирующий навыки рефлексии своего состояния (физического, эмоционального, психологического), состояния других людей с точки зрения безопасности, сознательного управления своим эмоциональным состоянием, развивающий способности адаптироваться к стрессовым ситуациям в общении, в разных коллективах, к меняющимся условиям (социальным, информационным, природным).</p>
Трудовое воспитание
<p>Уважающий труд, результаты труда, трудовые и профессиональные достижения своих земляков, их вклад в развитие своего поселения, края, страны, трудовые достижения российского народа.</p> <p>Проявляющий способность к творческому созидательному социально значимому труду в доступных по возрасту социально-трудовых ролях, в том числе предпринимательской деятельности в условиях самозанятости или наемного труда.</p> <p>Участвующий в социально значимой трудовой деятельности разного вида в семье, общеобразовательной организации, своей местности, в том числе оплачиваемом труде в каникулярные периоды, с учетом соблюдения законодательства.</p> <p>Выражающий осознанную готовность к получению профессионального образования, к непрерывному образованию в течение жизни как условию успешной профессиональной и общественной деятельности.</p> <p>Понимающий специфику трудовой деятельности, регулирования трудовых отношений, самообразования и профессиональной самоподготовки в информационном высокотехнологическом обществе, готовый учиться и трудиться в современном обществе.</p> <p>Ориентированный на осознанный выбор сферы профессиональной трудовой деятельности в российском обществе с учетом личных жизненных планов, потребностей своей семьи, общества.</p>

Экологическое воспитание
<p>Демонстрирующий в поведении сформированность экологической культуры на основе понимания влияния социально-экономических процессов на природу, в том числе на глобальном уровне, ответственность за действия в природной среде.</p> <p>Выражающий деятельное неприятие действий, приносящих вред природе.</p> <p>Применяющий знания естественных и социальных наук для разумного, бережливого природопользования в быту, общественном пространстве.</p> <p>Имеющий и развивающий опыт экологически направленной, природоохранной, ресурсосберегающей деятельности, участвующий в его приобретении другими людьми.</p>
Ценности научного познания
<p>Деятельно выражающий познавательные интересы в разных предметных областях с учетом своих интересов, способностей, достижений.</p> <p>Обладающий представлением о современной научной картине мира, достижениях науки и техники, аргументированно выражающий понимание значения науки в жизни российского общества, обеспечении его безопасности, гуманитарном, социально-экономическом развитии России.</p> <p>Демонстрирующий навыки критического мышления, определения достоверной научной информации и критики антинаучных представлений.</p> <p>Развивающий и применяющий навыки наблюдения, накопления и систематизации фактов, осмысления опыта в естественно-научной и гуманитарной областях познания, исследовательской деятельности.</p>

РАЗДЕЛ 2. СОДЕРЖАТЕЛЬНЫЙ

2.1. Уклад общеобразовательной организации

В данном разделе раскрываются особенности уклада общеобразовательной организации.

Уклад задает порядок жизни общеобразовательной организации и аккумулирует ключевые характеристики, определяющие особенности воспитательного процесса. Уклад общеобразовательной организации удерживает ценности, принципы, нравственную культуру взаимоотношений, традиции воспитания, в основе которых лежат российские базовые ценности, определяет условия и средства воспитания, отражающие самобытный облик общеобразовательной организации и ее репутацию в окружающем образовательном пространстве, социуме.

Ниже приведен примерный перечень ряда основных и дополнительных характеристик, значимых для описания уклада, особенностей условий воспитания в общеобразовательной организации.

Основные характеристики (целесообразно учитывать в описании):

- основные вехи истории общеобразовательной организации, выдающиеся события, деятели в ее истории;
- «миссия» общеобразовательной организации в самосознании ее педагогического коллектива;
- наиболее значимые традиционные дела, события, мероприятия в общеобразовательной организации, составляющие основу воспитательной системы;
- традиции и ритуалы, символика, особые нормы этикета в общеобразовательной организации;

- социальные партнеры общеобразовательной организации, их роль, возможности в развитии, совершенствовании условий воспитания, воспитательной деятельности;
- значимые для воспитания проекты и программы, в которых общеобразовательная организация уже участвует или планирует участвовать (федеральные, региональные, муниципальные, международные, сетевые и др.), включенные в систему воспитательной деятельности;
- реализуемые инновационные, перспективные воспитательные практики, определяющие «уникальность» общеобразовательной организации; результаты их реализации, трансляции в системе образования;
- наличие проблемных зон, дефицитов, препятствий достижению эффективных результатов в воспитательной деятельности и решения этих проблем, отсутствующие или недостаточно выраженные в массовой практике.

Дополнительные характеристики (могут учитываться в описании):

- особенности местоположения и социокультурного окружения общеобразовательной организации, историко-культурная, этнокультурная, конфессиональная специфика населения местности, включенность в историко-культурный контекст территории;
- контингент обучающихся, их семей, его социально-культурные, этнокультурные, конфессиональные и иные особенности, состав (стабильный или нет), наличие и состав обучающихся с особыми образовательными потребностями, с ОВЗ, находящихся в трудной жизненной ситуации и др.;
- организационно-правовая форма общеобразовательной организации, наличие разных уровней общего образования, направленность образовательных программ, в том числе наличие образовательных программ с углубленным изучением учебных предметов;
- режим деятельности общеобразовательной организации, в том числе характеристики по решению участников образовательных отношений (форма обучающихся, организация питания и т. п.);
- наличие вариативных учебных курсов, практик гражданской, духовно-нравственной, социокультурной, экологической и т. д. воспитательной направленности, в том числе включенных в учебные планы по решению участников образовательных отношений, авторских курсов, программ воспитательной направленности, самостоятельно разработанных и реализуемых педагогами общеобразовательной организации.

2.2. Виды, формы и содержание воспитательной деятельности

Виды, формы и содержание воспитательной деятельности в этом разделе планируются, представляются по модулям. Здесь модуль — часть рабочей программы воспитания, в которой описываются виды, формы и содержание воспитательной работы в учебном году в рамках определенного направления деятельности в общеобразовательной организации. Каждый из модулей обладает воспитательным потенциалом с особыми условиями, средствами, возможностями воспитания (урочная деятельность, внеурочная деятельность, взаимодействие с родителями и др.).

В Программе представлены примерные описания воспитательной работы в рамках основных (инвариантных) модулей, согласно правовым условиям реализации общеобразовательных программ (урочная деятельность, внеурочная деятельность и т. д.). Раздел можно дополнить описанием дополнительных (вариативных) модулей, если такая деятельность реализуется в общеобразовательной организации (дополнительное образование, детские общественные объединения, школьные медиа, школьный музей, добровольческая деятельность (волонтерство), школьные спортивные клубы, школьные театры, наставничество), а также описанием иных модулей, разработанных в самой общеобразовательной организации.

Последовательность описания модулей является примерной, в рабочей программе воспитания общеобразовательной организации их можно расположить в последовательности, соответствующей значимости в воспитательной деятельности общеобразовательной организации по самооценке педагогического коллектива.

Урочная деятельность

Реализация воспитательного потенциала уроков (урочной деятельности, аудиторных занятий в рамках максимально допустимой учебной нагрузки) может предусматривать (указываются конкретные позиции, имеющиеся в общеобразовательной организации или запланированные):

- *максимальное использование воспитательных возможностей содержания учебных предметов для формирования у обучающихся российских традиционных духовно-нравственных и социокультурных ценностей, российского исторического сознания на основе исторического просвещения; подбор соответствующего содержания уроков, заданий, вспомогательных материалов, проблемных ситуаций для обсуждений;*
- *включение учителями в рабочие программы по учебным предметам, курсам, модулям целевых ориентиров результатов воспита-*

ния, их учет в определении воспитательных задач уроков, занятий;

- включение учителями в рабочие программы учебных предметов, курсов, модулей тематики в соответствии с календарным планом воспитательной работы;
- выбор методов, методик, технологий, оказывающих воспитательное воздействие на личность в соответствии с воспитательным идеалом, целью и задачами воспитания, целевыми ориентирами результатов воспитания; реализация приоритета воспитания в учебной деятельности;
- привлечение внимания обучающихся к ценностному аспекту изучаемых на уроках предметов, явлений и событий, инициирование обсуждений, высказываний своего мнения, выработки своего личностного отношения к изучаемым событиям, явлениям, лицам;
- применение интерактивных форм учебной работы: интеллектуальных, стимулирующих познавательную мотивацию; игровых методик, дискуссий, дающих возможность приобрести опыт ведения конструктивного диалога; групповой работы, которая учит строить отношения и действовать в команде, способствует развитию критического мышления;
- побуждение обучающихся соблюдать нормы поведения, правила общения со сверстниками и педагогами, соответствующие укладу общеобразовательной организации, установление и поддержка доброжелательной атмосферы;
- организация шефства мотивированных и эрудированных обучающихся над неуспевающими одноклассниками, в том числе с особыми образовательными потребностями, дающего обучающимся социально значимый опыт сотрудничества и взаимной помощи;
- инициирование и поддержку исследовательской деятельности обучающихся, планирование и выполнение индивидуальных и групповых проектов воспитательной направленности.

Внеурочная деятельность

Реализация воспитательного потенциала внеурочной деятельности в целях обеспечения индивидуальных потребностей обучающихся осуществляется в рамках выбранных ими курсов, занятий (указываются конкретные курсы, занятия, другие формы работы в рамках внеурочной деятельности, реализуемые в общеобразовательной организации или запланированные):

- курсы, занятия исторического просвещения, патриотической, гражданско-патриотической, военно-патриотической, краеведческой, историко-культурной направленности;
- курсы, занятия духовно-нравственной направленности по религиозным культурам народов России, основам духовно-нравственной культуры народов России, духовно-историческому краеведению;
- курсы, занятия познавательной, научной, исследовательской, просветительской направленности;
- курсы, занятия экологической, природоохранной направленности;
- курсы, занятия в области искусств, художественного творчества разных видов и жанров;
- курсы, занятия туристско-краеведческой направленности;
- курсы, занятия оздоровительной и спортивной направленности.

Классное руководство

Реализация воспитательного потенциала классного руководства как особого вида педагогической деятельности, направленной, в первую очередь, на решение задач воспитания и социализации обучающихся, может предусматривать (указываются конкретные позиции, имеющиеся в общеобразовательной организации или запланированные):

- планирование и проведение классных часов целевой воспитательной, тематической направленности;
- инициирование и поддержку классными руководителями участия класса в общешкольных делах, мероприятиях, оказание необходимой помощи обучающимся в их подготовке, проведении и анализе;
- организацию интересных и полезных для личностного развития обучающихся совместных дел, позволяющих вовлекать в них обучающихся с разными потребностями, способностями, давать возможности для самореализации, устанавливать и укреплять доверительные отношения, стать для них значимым взрослым, задающим образцы поведения;
- сплочение коллектива класса через игры и тренинги на командообразование, внеучебные и внешкольные мероприятия, походы, экскурсии, празднования дней рождения обучающихся, классные вечера;
- выработку совместно с обучающимися правил поведения класса, участие в выработке таких правил поведения в общеобразовательной организации;

- изучение особенностей личностного развития обучающихся путем наблюдения за их поведением, в специально создаваемых педагогических ситуациях, в играх, беседах по нравственным проблемам; результаты наблюдения сверяются с результатами бесед с родителями, учителями, а также (при необходимости) со школьным психологом;
- доверительное общение и поддержку обучающихся в решении проблем (налаживание взаимоотношений с одноклассниками или педагогами, успеваемость и т. д.), совместный поиск решений проблем, коррекцию поведения обучающихся через частные беседы индивидуально и вместе с их родителями, с другими обучающимися класса;
- индивидуальную работу с обучающимися класса по ведению личных портфолио, в которых они фиксируют свои учебные, творческие, спортивные, личностные достижения;
- регулярные консультации с учителями-предметниками, направленные на формирование единства требований по вопросам воспитания и обучения, предупреждение и/или разрешение конфликтов между учителями и обучающимися;
- проведение мини-педсоветов для решения конкретных проблем класса, интеграции воспитательных влияний педагогов на обучающихся; привлечение учителей-предметников к участию в классных делах, дающих им возможность лучше узнавать и понимать обучающихся, общаясь и наблюдая их во внеучебной обстановке, участвовать в родительских собраниях класса;
- организацию и проведение регулярных родительских собраний, информирование родителей об успехах и проблемах обучающихся, их положении в классе, жизни класса в целом, помощь родителям и иным членам семьи в отношениях с учителями, администрацией;
- создание и организацию работы родительского комитета класса, участвующего в решении вопросов воспитания и обучения в классе, общеобразовательной организации;
- привлечение родителей (законных представителей), членов семей обучающихся к организации и проведению воспитательных дел, мероприятий в классе и общеобразовательной организации;
- проведение в классе праздников, конкурсов, соревнований и т. п.

Основные школьные дела

Реализация воспитательного потенциала основных школьных дел может предусматривать (указываются конкретные позиции, имеющиеся в общеобразовательной организации или запланированные):

- общешкольные праздники, ежегодные творческие (театрализованные, музыкальные, литературные и т. п.) мероприятия, связанные с общероссийскими, региональными праздниками, памятными датами, в которых участвуют все классы;
- участие во всероссийских акциях, посвященных значимым событиям в России, мире;
- торжественные мероприятия, связанные с завершением образования, переходом на следующий уровень образования, символизирующие приобретение новых социальных статусов в общеобразовательной организации, обществе;
- церемонии награждения (по итогам учебного периода, года) обучающихся и педагогов за участие в жизни общеобразовательной организации, достижения в конкурсах, соревнованиях, олимпиадах, вклад в развитие общеобразовательной организации, своей местности;
- социальные проекты в общеобразовательной организации, совместно разрабатываемые и реализуемые обучающимися и педагогами, в том числе с участием социальных партнеров, комплексы дел благотворительной, экологической, патриотической, трудовой и др. направленности;
- проводимые для жителей поселения, своей местности и организуемые совместно с семьями обучающихся праздники, фестивали, представления в связи с памятными датами, значимыми событиями для жителей поселения;
- разновозрастные сборы, многодневные выездные события, включающие в себя комплекс коллективных творческих дел гражданской, патриотической, историко-краеведческой, экологической, трудовой, спортивно-оздоровительной и другой направленности;
- вовлечение по возможности каждого обучающегося в школьные дела в разных ролях (сценаристов, постановщиков, исполнителей, корреспондентов, ведущих, декораторов, музыкальных редакторов, ответственных за костюмы и оборудование, за приглашение и встречу гостей и т. д.), помощь обучающимся в освоении навыков подготовки, проведения, анализа общешкольных дел;
- наблюдение за поведением обучающихся в ситуациях подготовки, проведения, анализа основных школьных дел, мероприятий, их отношениями с обучающимися разных возрастов, с педагогами и другими взрослыми.

Внешкольные мероприятия

Реализация воспитательного потенциала внешкольных мероприятий предусматривает (указываются конкретные позиции, имеющиеся в общеобразовательной организации или запланированные):

- общие внешкольные мероприятия, в том числе организуемые совместно с социальными партнерами общеобразовательной организации;
- внешкольные тематические мероприятия воспитательной направленности, организуемые педагогами по изучаемым в общеобразовательной организации учебным предметам, курсам, модулям;
- экскурсии, походы выходного дня (в музей, картинную галерею, технопарк, на предприятие и др.), организуемые в классах классными руководителями, в том числе совместно с родителями (законными представителями) обучающихся с привлечением их к планированию, организации, проведению, оценке мероприятия;
- литературные, исторические, экологические и другие походы, экскурсии, экспедиции, слёты и т. п., организуемые педагогами, в том числе совместно с родителями (законными представителями) обучающихся для изучения историко-культурных мест, событий, биографий проживавших в этой местности российских поэтов и писателей, деятелей науки, природных и историко-культурных ландшафтов, флоры и фауны и др.;
- выездные события, включающие в себя комплекс коллективных творческих дел, в процессе которых складывается детско-взрослая общность, характеризующаяся доверительными взаимоотношениями, ответственным отношением к делу, атмосферой эмоционально-психологического комфорта.

Организация предметно-пространственной среды

Реализация воспитательного потенциала предметно-пространственной среды может предусматривать совместную деятельность педагогов, обучающихся, других участников образовательных отношений по её созданию, поддержанию, использованию в воспитательном процессе (указываются конкретные позиции, имеющиеся в общеобразовательной организации или запланированные):

- оформление внешнего вида здания, фасада, холла при входе в общеобразовательную организацию государственной символикой Российской Федерации, субъекта Российской Федерации, муниципального образования (флаг, герб), изображениями символики Российского государства в разные периоды тысячелетней истории, исторической символики региона;

- организацию и проведение церемоний поднятия (спуска) государственного флага Российской Федерации;
- размещение карт России, регионов, муниципальных образований (современных и исторических, точных и стилизованных, географических, природных, культурологических, художественно оформленных, в том числе материалами, подготовленными обучающимися) с изображениями значимых культурных объектов местности, региона, России, памятных исторических, гражданских, народных, религиозных мест почитания, портретов выдающихся государственных деятелей России, деятелей культуры, науки, производства, искусства, военных, героев и защитников Отечества;
- изготовление, размещение, обновление художественных изображений (символических, живописных, фотографических, интерактивных аудио и видео) природы России, региона, местности, предметов традиционной культуры и быта, духовной культуры народов России;
- организацию и поддержание в общеобразовательной организации звукового пространства позитивной духовно-нравственной, гражданско-патриотической воспитательной направленности (звонки-мелодии, музыка, информационные сообщения), исполнение гимна Российской Федерации;
- разработку, оформление, поддержание, использование в воспитательном процессе «мест гражданского почитания» (*особенно если общеобразовательная организация носит имя выдающегося исторического деятеля, ученого, героя, защитника Отечества и т. п.*) в помещениях общеобразовательной организации или на прилегающей территории для общественно-гражданского почитания лиц, мест, событий в истории России; мемориалов воинской славы, памятников, памятных досок;
- оформление и обновление «мест новостей», стендов в помещениях (холл первого этажа, рекреации), содержащих в доступной, привлекательной форме новостную информацию позитивного гражданско-патриотического, духовно-нравственного содержания, фотоотчеты об интересных событиях, поздравления педагогов и обучающихся и т. п.;
- разработку и популяризацию символики общеобразовательной организации (эмблема, флаг, логотип, элементы костюма обучающихся и т. п.), используемой как повседневно, так и в торжественные моменты;
- подготовку и размещение регулярно сменяемых экспозиций творческих работ обучающихся в разных предметных областях,

демонстрирующих их способности, знакомящих с работами друг друга;

- поддержание эстетического вида и благоустройство всех помещений в общеобразовательной организации, доступных и безопасных рекреационных зон, озеленение территории при общеобразовательной организации;
- разработку, оформление, поддержание и использование игровых пространств, спортивных и игровых площадок, зон активного и тихого отдыха;
- создание и поддержание в вестибюле или библиотеке стеллажей свободного книгообмена, на которые обучающиеся, родители, педагоги могут выставлять для общего использования свои книги, брать для чтения другие;
- деятельность классных руководителей и других педагогов вместе с обучающимися, их родителями по благоустройству, оформлению школьных аудиторий, пришкольной территории;
- разработку и оформление пространств проведения значимых событий, праздников, церемоний, торжественных линеек, творческих вечеров (событийный дизайн);
- разработку и обновление материалов (стенды, плакаты, инсталляции и др.), акцентирующих внимание обучающихся на важных для воспитания ценностях, правилах, традициях, укладе общеобразовательной организации, актуальных вопросах профилактики и безопасности.

Предметно-пространственная среда строится как максимально доступная для обучающихся с особыми образовательными потребностями.

Взаимодействие с родителями (законными представителями)

Реализация воспитательного потенциала взаимодействия с родителями (законными представителями) обучающихся может предусматривать (указываются конкретные позиции, имеющиеся в общеобразовательной организации или запланированные):

- создание и деятельность в общеобразовательной организации, в классах представительных органов родительского сообщества (родительского комитета общеобразовательной организации, классов), участвующих в обсуждении и решении вопросов воспитания и обучения, деятельность представителей родительского сообщества в Управляющем совете общеобразовательной организации;

- тематические родительские собрания в классах, общешкольные родительские собрания по вопросам воспитания, взаимоотношений обучающихся и педагогов, условий обучения и воспитания;
- родительские дни, в которые родители (законные представители) могут посещать уроки и внеурочные занятия;
- работу семейных клубов, родительских гостиных, предоставляющих родителям, педагогам и обучающимся площадку для совместного досуга и общения, с обсуждением актуальных вопросов воспитания;
- проведение тематических собраний (в том числе по инициативе родителей), на которых родители могут получать советы по вопросам воспитания, консультации психологов, врачей, социальных работников, служителей традиционных российских религий, обмениваться опытом;
- родительские форумы на интернет-сайте общеобразовательной организации, интернет-сообщества, группы с участием педагогов, на которых обсуждаются интересующие родителей вопросы, согласуется совместная деятельность;
- участие родителей в психолого-педагогических консилиумах в случаях, предусмотренных нормативными документами о психолого-педагогическом консилиуме в общеобразовательной организации в соответствии с порядком привлечения родителей (законных представителей);
- привлечение родителей (законных представителей) к подготовке и проведению классных и общешкольных мероприятий;
- при наличии среди обучающихся детей-сирот, оставшихся без попечения родителей, приемных детей целевое взаимодействие с их законными представителями.

Самоуправление

Реализация воспитательного потенциала ученического самоуправления в общеобразовательной организации может предусматривать (указываются конкретные позиции, имеющиеся в общеобразовательной организации или запланированные):

- организацию и деятельность органов ученического самоуправления (совет обучающихся или др.), избранных обучающимися;
- представление органами ученического самоуправления интересов обучающихся в процессе управления общеобразовательной организацией;
- защиту органами ученического самоуправления законных интересов и прав обучающихся;

- участие представителей органов ученического самоуправления в разработке, обсуждении и реализации рабочей программы воспитания, календарного плана воспитательной работы, в анализе воспитательной деятельности в общеобразовательной организации.

Профилактика и безопасность

Реализация воспитательного потенциала профилактической деятельности в целях формирования и поддержки безопасной и комфортной среды в общеобразовательной организации предусматривает (указываются конкретные позиции, имеющиеся в общеобразовательной организации или запланированные):

- организацию деятельности педагогического коллектива по созданию в общеобразовательной организации эффективной профилактической среды обеспечения безопасности жизнедеятельности как условия успешной воспитательной деятельности;
- проведение исследований, мониторинга рисков безопасности и ресурсов повышения безопасности, выделение и психолого-педагогическое сопровождение групп риска обучающихся по разным направлениям (агрессивное поведение, зависимости и др.);
- проведение коррекционно-воспитательной работы с 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-партнеров в проведении отдельных уроков, внеурочных занятий, внешкольных мероприятий соответствующей тематической направленности;
- проведение на базе организаций-партнеров отдельных уроков, занятий, внешкольных мероприятий, акций воспитательной направленности;
- проведение открытых дискуссионных площадок (детских, педагогических, родительских) с представителями организаций-партнёров для обсуждений актуальных проблем, касающихся жизни общеобразовательной организации, муниципального образования, региона, страны;
- реализация социальных проектов, совместно разрабатываемых обучающимися, педагогами с организациями-партнёрами благотворительной, экологической, патриотической, трудовой и т. д. направленности, ориентированных на воспитание обучающих-

ся, преобразование окружающего социума, позитивное воздействие на социальное окружение.

Профориентация

Реализация воспитательного потенциала профориентационной работы общеобразовательной организации предусматривает (указываются конкретные позиции, имеющиеся в общеобразовательной организации или запланированные):

- проведение циклов профориентационных часов, направленных на подготовку обучающегося к осознанному планированию и реализации своего профессионального будущего;
- профориентационные игры (игры-симуляции, деловые игры, квесты, кейсы), расширяющие знания о профессиях, способах выбора профессий, особенностях, условиях разной профессиональной деятельности;
- экскурсии на предприятия, в организации, дающие начальные представления о существующих профессиях и условиях работы;
- посещение профориентационных выставок, ярмарок профессий, тематических профориентационных парков, лагерей, дней открытых дверей в организациях профессионального, высшего образования;
- организацию на базе детского лагеря при общеобразовательной организации профориентационных смен с участием экспертов в области профориентации, где обучающиеся могут познакомиться с профессиями, получить представление об их специфике, попробовать свои силы в той или иной профессии, развить соответствующие навыки;
- совместное с педагогами изучение обучающимися интернет-ресурсов, посвященных выбору профессий, прохождение профориентационного онлайн-тестирования, онлайн-курсов по интересующим профессиям и направлениям профессионального образования;
- участие в работе всероссийских профориентационных проектов;
- индивидуальное консультирование психологом обучающихся и их родителей (законных представителей) по вопросам склонностей, способностей, иных индивидуальных особенностей обучающихся, которые могут иметь значение в выборе ими будущей профессии;
- освоение обучающимися основ профессии в рамках различных курсов по выбору, включенных в обязательную часть образовательной программы, в рамках компонента об участниках обра-

зовательных отношений, внеурочной деятельности или дополнительного образования.

РАЗДЕЛ 3. ОРГАНИЗАЦИОННЫЙ

3.1. Кадровое обеспечение

В данном разделе могут быть представлены решения в общеобразовательной организации в соответствии с ФГОС общего образования всех уровней по разделению функционала, связанного с планированием, организацией, реализацией, обеспечением воспитательной деятельности; по вопросам повышения квалификации педагогических работников в сфере воспитания; психолого-педагогического сопровождения обучающихся, в том числе с ОВЗ и других категорий; привлечению специалистов других организаций (образовательных, социальных, правоохранительных и др.).

3.2. Нормативно-методическое обеспечение

В этом разделе могут быть представлены решения на уровне общеобразовательной организации по принятию, внесению изменений в должностные инструкции педагогических работников по вопросам воспитательной деятельности, ведению договорных отношений, сетевой форме организации образовательного процесса, сотрудничеству с социальными партнерами, нормативному, методическому обеспечению воспитательной деятельности.

Представляются ссылки на локальные нормативные акты, в которые вносятся изменения в связи с утверждением рабочей программы воспитания.

3.3. Требования к условиям работы с обучающимися с особыми образовательными потребностями

Этот раздел наполняется конкретными материалами с учетом наличия обучающихся с особыми образовательными потребностями. Требования к организации среды для обучающихся с ОВЗ отражаются в примерных адаптированных основных образовательных программах для обучающихся каждой нозологической группы.

В воспитательной работе с категориями обучающихся, имеющих особые образовательные потребности — обучающихся с инвалидностью, с ОВЗ, из социально уязвимых групп (например, воспитанники детских домов, из семей мигрантов, билингвы и др.), одаренных, с отклоняющимся поведением, — создаются особые условия (описываются эти условия).

Особыми задачами воспитания обучающихся с особыми образовательными потребностями являются:

- налаживание эмоционально-положительного взаимодействия с окружающими для их успешной социальной адаптации и интеграции в общеобразовательной организации;
- формирование доброжелательного отношения к обучающимся и их семьям со стороны всех участников образовательных отношений;
- построение воспитательной деятельности с учетом индивидуальных особенностей и возможностей каждого обучающегося;
- обеспечение психолого-педагогической поддержки семей обучающихся, содействие повышению уровня их педагогической, психологической, медико-социальной компетентности.

При организации воспитания обучающихся с особыми образовательными потребностями необходимо ориентироваться на:

- формирование личности ребенка с особыми образовательными потребностями с использованием адекватных возрасту и физическому и (или) психическому состоянию методов воспитания;
- создание оптимальных условий совместного воспитания и обучения обучающихся с особыми образовательными потребностями и их сверстников с использованием адекватных вспомогательных средств и педагогических приемов, организацией совместных форм работы воспитателей, педагогов-психологов, учителей-логопедов, учителей-дефектологов;
- личностно-ориентированный подход в организации всех видов деятельности обучающихся с особыми образовательными потребностями.

3.4. Система поощрения социальной успешности и проявлений активной жизненной позиции обучающихся

Система поощрения проявлений активной жизненной позиции и социальной успешности обучающихся призвана способствовать формированию у обучающихся ориентации на активную жизненную позицию, инициативность, максимально вовлекать их в совместную деятельность в воспитательных целях. Система проявлений активной жизненной позиции и поощрения социальной успешности обучающихся строится на принципах:

- публичности, открытости поощрений (информирование всех обучающихся о награждении, проведение награждений в присутствии значительного числа обучающихся);

- соответствия артефактов и процедур награждения укладу общеобразовательной организации, качеству воспитывающей среды, символике общеобразовательной организации;
- прозрачности правил поощрения (наличие положения о награждениях, неукоснительное следование порядку, зафиксированному в этом документе, соблюдение справедливости при выдвижении кандидатур);
- регулирования частоты награждений (недопущение избыточности в поощрениях, чрезмерно большие группы поощряемых и т. п.);
- сочетания индивидуального и коллективного поощрения (использование индивидуальных и коллективных наград дает возможность стимулировать индивидуальную и коллективную активность обучающихся, преодолевать межличностные противоречия между обучающимися, получившими и не получившими награды);
- привлечения к участию в системе поощрений на всех стадиях родителей (законных представителей) обучающихся, представителей родительского сообщества, самих обучающихся, их представителей (с учетом наличия ученического самоуправления), сторонних организаций, их статусных представителей;
- дифференцированности поощрений (наличие уровней и типов наград позволяет продлить стимулирующее действие системы поощрения).

Формы поощрения проявлений активной жизненной позиции обучающихся и социальной успешности (*формы могут быть изменены, их состав расширен*): индивидуальные и групповые портфолио, рейтинги, благотворительная поддержка.

Ведение портфолио — деятельность обучающихся при ее организации и регулярном поощрении классными руководителями, поддержке родителями (законными представителями) по собиранию (накоплению) артефактов, фиксирующих и символизирующих достижения обучающегося.

Портфолио может включать артефакты признания личностных достижений, достижений в группе, участия в деятельности (грамоты, поощрительные письма, фотографии призов, фото изделий, работ и др., участвовавших в конкурсах и т. д.). Кроме индивидуального портфолио возможно ведение портфолио класса.

Рейтинги — размещение имен (фамилий) обучающихся или названий (номеров) групп обучающихся, классов в последовательности, определяемой их успешностью, достижениями в чём-либо.

Благотворительная поддержка обучающихся, групп обучающихся (классов и др.) может заключаться в материальной поддержке проведения в общеобразовательной организации воспитательных дел, мероприятий, проведения внешкольных мероприятий, различных форм совместной деятельности воспитательной направленности, в индивидуальной поддержке нуждающихся в помощи обучающихся, семей, педагогических работников.

Благотворительность предусматривает публичную презентацию благотворителей и их деятельности.

Использование рейтингов, их форма, публичность, привлечение благотворителей, в том числе из социальных партнеров, их статус, акции, деятельность должны соответствовать укладу общеобразовательной организации, цели, задачам, традициям воспитания, согласовываться с представителями родительского сообщества во избежание деструктивного воздействия на взаимоотношения в общеобразовательной организации.

3.5. Анализ воспитательного процесса

Анализ воспитательного процесса осуществляется в соответствии с целевыми ориентирами результатов воспитания, личностными результатами обучающихся на уровнях начального общего, основного общего, среднего общего образования, установленных соответствующими ФГОС.

Основным методом анализа воспитательного процесса в общеобразовательной организации является ежегодный самоанализ воспитательной работы с целью выявления основных проблем и последующего их решения, с привлечением (при необходимости) внешних экспертов, специалистов.

Планирование анализа воспитательного процесса включается в календарный план воспитательной работы.

Основные принципы самоанализа воспитательной работы:

- взаимное уважение всех участников образовательных отношений;
- приоритет анализа сущностных сторон воспитания ориентирует на изучение прежде всего не количественных, а качественных показателей, таких как сохранение уклада общеобразовательной организации, качество воспитывающей среды, содержание и разнообразие деятельности, стиль общения, отношений между педагогами, обучающимися и родителями;
- развивающий характер осуществляемого анализа ориентирует на использование результатов анализа для совершенствования воспитательной деятельности педагогических работников (зна-

ния и сохранения в работе цели и задач воспитания, умелого планирования воспитательной работы, адекватного подбора видов, форм и содержания совместной деятельности с обучающимися, коллегами, социальными партнерами);

- распределённая ответственность за результаты личностного развития обучающихся ориентирует на понимание того, что личностное развитие — это результат как организованного социального воспитания, в котором общеобразовательная организация участвует наряду с другими социальными институтами, так и стихийной социализации, и саморазвития.

Основные направления анализа воспитательного процесса (*предложенные направления являются примерными, их можно уточнять, корректировать, исходя из особенностей уклада, традиций, ресурсов общеобразовательной организации, контингента обучающихся и др.*):

1. Результаты воспитания, социализации и саморазвития обучающихся.

Критерием, на основе которого осуществляется данный анализ, является динамика личностного развития обучающихся в каждом классе.

Анализ проводится классными руководителями вместе с заместителем директора по воспитательной работе (советником директора по воспитанию, педагогом-психологом, социальным педагогом при наличии) с последующим обсуждением результатов на методическом объединении классных руководителей или педагогическом совете.

Основным способом получения информации о результатах воспитания, социализации и саморазвития обучающихся является педагогическое наблюдение. Внимание педагогов сосредотачивается на вопросах: какие проблемы, затруднения в личностном развитии обучающихся удалось решить за прошедший учебный год; какие проблемы, затруднения решить не удалось и почему; какие новые проблемы, трудности появились; над чем предстоит работать педагогическому коллективу.

2. Состояние совместной деятельности обучающихся и взрослых.

Критерием, на основе которого осуществляется данный анализ, является наличие интересной, событийно насыщенной и личностно развивающей совместной деятельности обучающихся и взрослых.

Анализ проводится заместителем директора по воспитательной работе (советником директора по воспитанию, педагогом-психологом, социальным педагогом, при наличии), классными руководителями с привлечением актива родителей (законных представителей) обучающихся, совета обучающихся. Способы получения информации о состоянии организуемой совместной деятельности обучающихся и педагогических работников могут быть анкетирования и беседы с обучающимися и их родителями (законными представителями), педагогическими работниками, представителями совета обучающихся. Резуль-

таты обсуждаются на заседании методических объединений классных руководителей или педагогическом совете. Внимание сосредоточивается на вопросах, связанных с качеством (*выбираются вопросы, которые помогут проанализировать проделанную работу*):

- реализации воспитательного потенциала урочной деятельности;
- организуемой внеурочной деятельности обучающихся;
- деятельности классных руководителей и их классов;
- проводимых общешкольных основных дел, мероприятий;
- внешкольных мероприятий;
- создания и поддержки предметно-пространственной среды;
- взаимодействия с родительским сообществом;
- деятельности ученического самоуправления;
- деятельности по профилактике и безопасности;
- реализации потенциала социального партнерства;
- деятельности по профориентации обучающихся;
- и т. д. по дополнительным модулям, иным позициям в п. 2.2.

Итог самоанализа — перечень выявленных проблем, над решением которых предстоит работать педагогическому коллективу.

Итоги самоанализа оформляются в виде отчета, составляемого заместителем директора по воспитательной работе (совместно с советником директора по воспитательной работе при его наличии) в конце учебного года, рассматриваются и утверждаются педагогическим советом или иным коллегиальным органом управления в общеобразовательной организации.

Приложение

Примерный календарный план воспитательной работы

Календарный план воспитательной работы (далее — план) разрабатывается в свободной форме с указанием: содержания дел, событий, мероприятий; участвующих классов или иных групп обучающихся; сроков, в том числе сроков подготовки; ответственных лиц.

План обновляется ежегодно к началу очередного учебного года.

При разработке плана учитываются: индивидуальные планы классных руководителей; рабочие программы учителей по изучаемым в общеобразовательной организации учебным предметам, курсам, модулям; планы, рабочие программы учебных курсов, занятий внеурочной деятельности; планы органов самоуправления в общеобразовательной организации, ученического самоуправления, взаимодействия с социальными партнерами согласно договорам, соглашениям с ними; планы

работы психологической службы или школьного психолога, социальных педагогов и другая документация, которая должна соответствовать содержанию плана.

План может разрабатываться один для всей общеобразовательной организации или отдельно по каждому уровню общего образования.

Приведена примерная структура плана. Возможно построение плана по основным направлениям воспитания, по календарным периодам — месяцам, четвертям, триместрам, — или в иной форме.

Планирование дел, событий, мероприятий по классному руководству может осуществляться по индивидуальным планам классных руководителей, по учебной деятельности — по индивидуальным планам работы учителей-предметников с учетом их рабочих программ по учебным предметам, курсам, модулям, форм и видов воспитательной деятельности.

КАЛЕНДАРНЫЙ ПЛАН ВОСПИТАТЕЛЬНОЙ РАБОТЫ ОРГАНИЗАЦИИ на 2022–2023 учебный год				
№	Дела, события, мероприятия	Классы	Сроки	Ответственные
	1. Урочная деятельность			
1	...			
	2. Внеурочная деятельность			
1	...			
	3. Классное руководство			
1	...			
	4. Основные школьные дела			
1	...			
	5. Внешкольные мероприятия			
1	...			
	6. Организация предметно-пространственной среды			
1	...			
	7. Взаимодействие с родителями			
1	...			
	8. Самоуправление			
1	...			
	9. Профилактика и безопасность			
1	...			
	10. Социальное партнерство			
1	...			
	11. Профориентация			
1	...			

Перечень основных государственных и народных праздников, памятных дат в календарном плане воспитательной работы.

Перечень дополняется и актуализируется ежегодно в соответствии с памятными датами, юбилеями общероссийского, регионального, местного значения, памятными датами общеобразовательной организации, документами Президента Российской Федерации, Правительства Российской Федерации, перечнями рекомендуемых воспитательных событий Министерства просвещения Российской Федерации, методическими рекомендациями исполнительных органов власти в сфере образования.

Сентябрь:

- 1 сентября: День знаний;
- 3 сентября: День окончания Второй мировой войны, День солидарности в борьбе с терроризмом.

Октябрь:

- 1 октября: Международный день пожилых людей;
- 4 октября: День защиты животных;
- 5 октября: День учителя;
- Третье воскресенье октября: День отца;
- 30 октября: День памяти жертв политических репрессий.

Ноябрь:

- 4 ноября: День народного единства.

Декабрь:

- 3 декабря: Международный день инвалидов;
- 5 декабря: Битва за Москву, Международный день добровольцев;
- 6 декабря: День Александра Невского;
- 9 декабря: День Героев Отечества;
- 10 декабря: День прав человека;
- 12 декабря: День Конституции Российской Федерации;
- 27 декабря: День спасателя.

Январь:

- 1 января: Новый год;
- 7 января: Рождество Христово;
- 25 января: «Татьянин день» (праздник студентов);
- 27 января: День снятия блокады Ленинграда.

Февраль:

- 2 февраля: День воинской славы России;

- 8 февраля: День русской науки;
- 21 февраля: Международный день родного языка;
- 23 февраля: День защитника Отечества.

Март:

- 8 марта: Международный женский день;
- 18 марта: День воссоединения Крыма с Россией.

Апрель:

- 12 апреля: День космонавтики.

Май:

- 1 мая: Праздник Весны и Труда;
- 9 мая: День Победы;
- 24 мая: День славянской письменности и культуры.

Июнь:

- 1 июня: Международный день защиты детей;
- 5 июня: День эколога;
- 6 июня: Пушкинский день России;
- 12 июня: День России;
- 22 июня: День памяти и скорби;
- 27 июня: День молодежи.

Июль:

- 8 июля: День семьи, любви и верности.

Август:

- 22 августа: День Государственного флага Российской Федерации;
- 25 августа: День воинской славы России.

МИНИСТЕРСТВО ПРОСВЕЩЕНИЯ
РОССИЙСКОЙ ФЕДЕРАЦИИ

Федеральное государственное бюджетное научное учреждение



ИНСТИТУТ СТРАТЕГИИ
РАЗВИТИЯ ОБРАЗОВАНИЯ
РОССИЙСКОЙ АКАДЕМИИ ОБРАЗОВАНИЯ

**ОДОБРЕНА РЕШЕНИЕМ ФЕДЕРАЛЬНОГО УЧЕБНО-МЕТОДИЧЕСКОГО
ОБЪЕДИНЕНИЯ ПО ОБЩЕМУ ОБРАЗОВАНИЮ,
протокол 3/21 от 27.09.2021 г.**

РАБОЧАЯ ПРОГРАММА ОСНОВНОГО
ОБЩЕГО ОБРАЗОВАНИЯ

АНГЛИЙСКИЙ ЯЗЫК

(для 5–9 классов образовательных организаций)

МОСКВА
2021

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РАБОЧАЯ ПРОГРАММА. АНГЛИЙСКИЙ ЯЗЫК (ДК 9—5 ЯЛЛАССОВ ОБРАЗОВАТЕЛЬНЫХ ОРГАНИЗАЦИЙ)

Рабочая программа по английскому языку на уровне основного общего образования составлена на основе «Требований к результатам освоения основной образовательной программы», представленных в Федеральном государственном образовательном стандарте основного общего образования, с учётом распределённых по классам проверяемых требований к результатам освоения основной образовательной программы основного общего образования и элементов содержания, представленных в Универсальном кодификаторе по иностранному (английскому) языку, а также на основе характеристики планируемых результатов духовно-нравственного развития, воспитания и социализации обучающихся, представленной в федеральной рабочей программе воспитания

ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Рабочая программа является ориентиром для составления авторских рабочих программ: она даёт представление о целях образования, развития и воспитания обучающихся на средней ступени обязательного общего образования средствами учебного предмета «Иностранный (английский) язык», определяет обязательную (инвариантную) часть содержания учебного курса по английскому языку, за пределами которой остаётся возможность авторского выбора вариативной составляющей содержания образования по предмету. Рабочая программа устанавливает распределение обязательного предметного содержания по годам обучения; предусматривает примерный ресурс учебного времени, выделяемого на изучение тем/разделов курса, а также последовательность их изучения с учётом особенностей структуры английского языка и родного (русского) языка обучающихся, межпредметных связей английского языка с содержанием других общеобразовательных предметов, изучаемых в 5—9 классах, а также с учётом возрастных особенностей обучающихся. В рабочей программе для основной школы предусмотрено дальнейшее развитие всех речевых умений и овладение языковыми средствами, представленными в рабочих программах начального общего

Рабочая программа

образования, что обеспечивает преемственность между этапами школьного образования по английскому языку.

ОБЩАЯ ХАРАКТЕРИСТИКА УЧЕБНОГО ПРЕДМЕТА «ИНОСТРАННЫЙ (АНГЛИЙСКИЙ) ЯЗЫК»

Предмету «Иностранный (английский) язык» принадлежит важное место в системе среднего общего образования и воспитания современного школьника в условиях поликультурного и многоязычного мира. Изучение иностранного языка направлено на формирование коммуникативной культуры обучающихся, осознание роли языков как инструмента межличностного и межкультурного взаимодействия, способствует их общему речевому развитию, воспитанию гражданской идентичности, расширению кругозора, воспитанию чувств и эмоций. Наряду с этим иностранный язык выступает инструментом овладения другими предметными областями в сфере гуманитарных, математических, естественно-научных и других наук и становится важной составляющей базы для общего и специального образования.

Построение программы имеет нелинейный характер и основано на концентрическом принципе. В каждом классе даются новые элементы содержания и новые требования. В процессе обучения освоенные на определённом этапе грамматические формы и конструкции повторяются и закрепляются на новом лексическом материале и расширяющемся тематическом содержании речи.

В последние десятилетия наблюдается трансформация взглядов на владение иностранным языком, усиление общественных запросов на квалифицированных и мобильных людей, способных быстро адаптироваться к изменяющимся потребностям общества, овладевать новыми компетенциями. Владение иностранным языком обеспечивает быстрый доступ к передовым международным научным и технологическим достижениям и расширяет возможности образования и самообразования. Владение иностранным языком сейчас рассматривается как часть профессии, поэтому он является универсальным предметом, которым стремятся овладеть современные школьники независимо от выбранных ими профильных предметов (математика, история, химия, физика и др.). Таким образом, владение иностранным языком становится одним из важнейших средств социализации и успешной профессиональной деятельности выпускника школы.

Возрастает значимость владения разными иностранными языками как в качестве первого, так и в качестве второго. Расширение номенклатуры изучаемых языков соответствует стра-

тегическим интересам России в эпоху постглобализации и многополярного мира. Знание родного языка экономического или политического партнёра обеспечивает более эффективное общение, учитывающее особенности культуры партнёра, что позволяет успешнее решать возникающие проблемы и избегать конфликтов.

Естественно, возрастание значимости владения иностранными языками приводит к переосмыслению целей и содержания обучения предмету.

ЦЕЛИ УЧЕБНОГО ПРЕДМЕТА «ИНОСТРАННЫЙ (АНГЛИЙСКИЙ) ЯЗЫК»

В свете сказанного выше цели иноязычного образования становятся более сложными по структуре, формулируются на *ценностном, когнитивном и прагматическом* уровнях и, соответственно, воплощаются в личностных, метапредметных/общеучебных/универсальных и предметных результатах обучения. А иностранные языки признаются средством общения и ценным ресурсом личности для самореализации и социальной адаптации; инструментом развития умений поиска, обработки и использования информации в познавательных целях, одним из средств воспитания качеств гражданина, патриота; развития национального самосознания, стремления к взаимопониманию между людьми разных стран.

На прагматическом уровне *целью иноязычного образования* провозглашено формирование коммуникативной компетенции обучающихся в единстве таких её составляющих, как речевая, языковая, социокультурная, компенсаторная компетенции:

- *речевая компетенция* — развитие коммуникативных умений в четырёх основных видах речевой деятельности (говорении, аудировании, чтении, письме);
- *языковая компетенция* — овладение новыми языковыми средствами (фонетическими, орфографическими, лексическими, грамматическими) в соответствии с отобранными темами общения; освоение знаний о языковых явлениях изучаемого языка, разных способах выражения мысли в родном и иностранном языках;
- *социокультурная/межкультурная компетенция* — приобщение к культуре, традициям реалиям стран/страны изучаемого языка в рамках тем и ситуаций общения, отвечающих опыту, интересам, психологическим особенностям учащихся основной школы на разных её этапах; формирование умения

представлять свою страну, её культуру в условиях межкультурного общения;

— *компенсаторная компетенция* — развитие умений выходить из положения в условиях дефицита языковых средств при получении и передаче информации.

Наряду с иноязычной коммуникативной компетенцией средствами иностранного языка формируются *ключевые универсальные учебные компетенции*, включающие образовательную, ценностно-ориентационную, общекультурную, учебно-познавательную, информационную, социально-трудовую и компетенцию личностного самосовершенствования.

В соответствии с личностно ориентированной парадигмой образования основными подходами к обучению *иностранным языкам* признаются компетентностный, системно-деятельностный, межкультурный и коммуникативно-когнитивный. Совокупность перечисленных подходов предполагает возможность реализовать поставленные цели, добиться достижения планируемых результатов в рамках содержания, отобранного для основной школы, использования новых педагогических технологий (дифференциация, индивидуализация, проектная деятельность и др.) и использования современных средств обучения.

МЕСТО УЧЕБНОГО ПРЕДМЕТА

«ИНОСТРАННЫЙ (АНГЛИЙСКИЙ) ЯЗЫК» В УЧЕБНОМ ПЛАНЕ

Обязательный учебный предмет «Иностранный (английский) язык» входит в предметную область «Иностранные языки» наряду с предметом «Второй иностранный язык», изучение которого происходит при наличии потребности обучающихся и при условии, что в образовательной организации имеются условия (кадровая обеспеченность, технические и материальные условия), позволяющие достигнуть заявленных в ФГОС ООО предметных результатов.

Учебный предмет «Иностранный (английский) язык» изучается обязательно со 2 по 11 класс. На этапе основного общего образования минимально допустимое количество учебных часов, выделяемых на изучение первого иностранного языка, — 3 часа в неделю, что составляет по 102 учебных часа на каждом году обучения с 5 по 9 класс.

Требования к *предметным результатам* для основного общего образования констатируют необходимость к окончанию 9 класса владения умением общаться на иностранном (английском) языке в разных формах (устно/письменно, непосред-

ственно/опосредованно, в том числе через Интернет) на допороговом уровне (уровне А2 в соответствии с Общеввропейскими компетенциями владения иностранным языком)¹.

Данный уровень позволит выпускникам основной школы использовать иностранный язык для продолжения образования на старшей ступени обучения в школе и для дальнейшего самообразования.

Рабочая программа состоит из четырёх разделов: введение; содержание образования по английскому языку для данной ступени школьного образования по годам обучения (5—9 классы), планируемые результаты (личностные, метапредметные результаты освоения учебного предмета «Иностранный (английский) язык» на уровне основного общего образования), предметные результаты по английскому языку по годам обучения (5—9 классы); тематическое планирование по годам обучения (5—9 классы).

СОДЕРЖАНИЕ ОБУЧЕНИЯ УЧЕБНОМУ ПРЕДМЕТУ «АНГЛИЙСКИЙ ЯЗЫК»

5 класс

Коммуникативные умения

Формирование умения общаться в устной и письменной форме, используя рецептивные и продуктивные виды речевой деятельности в рамках тематического содержания речи.

Моя семья. Мои друзья. Семейные праздники: день рождения, Новый год.

Внешность и характер человека/литературного персонажа.

Досуг и увлечения/хобби современного подростка (чтение, кино, спорт).

Здоровый образ жизни: режим труда и отдыха, здоровое питание.

Покупки: одежда, обувь и продукты питания.

Школа, школьная жизнь, школьная форма, изучаемые предметы. Переписка с зарубежными сверстниками.

Каникулы в различное время года. Виды отдыха.

¹ Common European Framework of Reference for Languages: Learning, teaching, assessment. <https://www.coe.int/en/web/common-european-framework-reference-languages>

Природа: дикие и домашние животные. Погода.

Родной город/село. Транспорт.

Родная страна и страна/страны изучаемого языка. Их географическое положение, столицы; достопримечательности, культурные особенности (национальные праздники, традиции, обычаи).

Выдающиеся люди родной страны и страны/стран изучаемого языка: писатели, поэты.

Говорение

Развитие коммуникативных умений *диалогической речи* на базе умений, сформированных в начальной школе:

диалог этикетного характера: начинать, поддерживать и заканчивать разговор (в том числе разговор по телефону); поздравлять с праздником и вежливо реагировать на поздравление; выражать благодарность; вежливо соглашаться на предложение/отказываться от предложения собеседника;

диалог — побуждение к действию: обращаться с просьбой, вежливо соглашаться/не соглашаться выполнить просьбу; приглашать собеседника к совместной деятельности, вежливо соглашаться/не соглашаться на предложение собеседника;

диалог-расспрос: сообщать фактическую информацию, отвечая на вопросы разных видов; запрашивать интересующую информацию.

Вышеперечисленные умения диалогической речи развиваются в стандартных ситуациях неофициального общения в рамках тематического содержания речи класса с опорой на речевые ситуации, ключевые слова и/или иллюстрации, фотографии с соблюдением норм речевого этикета, принятых в стране/странах изучаемого языка.

Объём диалога — до 5 реплик со стороны каждого собеседника.

Развитие коммуникативных умений *монологической речи* на базе умений, сформированных в начальной школе:

- создание устных связных монологических высказываний с использованием основных коммуникативных типов речи:
 - описание (предмета, внешности и одежды человека), в том числе характеристика (черты характера реального человека или литературного персонажа);
 - повествование/сообщение;
- изложение (пересказ) основного содержания прочитанного текста;

- краткое изложение результатов выполненной проектной работы.

Данные умения монологической речи развиваются в стандартных ситуациях неофициального общения в рамках тематического содержания речи с опорой на ключевые слова, вопросы, план и/или иллюстрации, фотографии.

Объём монологического высказывания — 5—6 фраз.

Аудирование

Развитие коммуникативных умений **аудирования** на базе умений, сформированных в начальной школе:

при непосредственном общении: понимание на слух речи учителя и одноклассников и вербальная/невербальная реакция на услышанное;

при опосредованном общении: дальнейшее развитие умений восприятия и понимания на слух несложных адаптированных аутентичных текстов, содержащих отдельные незнакомые слова, с разной глубиной проникновения в их содержание в зависимости от поставленной коммуникативной задачи: с пониманием основного содержания, с пониманием запрашиваемой информации с опорой и без опоры на иллюстрации.

Аудирование с пониманием основного содержания текста предполагает умение определять основную тему и главные факты/события в воспринимаемом на слух тексте; игнорировать незнакомые слова, несущественные для понимания основного содержания.

Аудирование с пониманием запрашиваемой информации предполагает умение выделять запрашиваемую информацию, представленную в эксплицитной (явной) форме, в воспринимаемом на слух тексте.

Тексты для аудирования: диалог (беседа), высказывания собеседников в ситуациях повседневного общения, рассказ, сообщение информационного характера.

Время звучания текста/текстов для аудирования — до 1 минуты.

Смысловое чтение

Развитие сформированных в начальной школе умений читать про себя и понимать учебные и несложные адаптированные аутентичные тексты разных жанров и стилей, содержащие отдельные незнакомые слова, с различной глубиной проникновения в их содержание в зависимости от поставленной коммуни-

кативной задачи: с пониманием основного содержания, с пониманием запрашиваемой информации.

Чтение с пониманием основного содержания текста предполагает умение определять основную тему и главные факты/события в прочитанном тексте, игнорировать незнакомые слова, несущественные для понимания основного содержания.

Чтение с пониманием запрашиваемой информации предполагает умение находить в прочитанном тексте и понимать запрашиваемую информацию, представленную в эксплицитной (явной) форме.

Чтение сплошных текстов (таблиц) и понимание представленной в них информации.

Тексты для чтения: беседа/диалог, рассказ, сказка, сообщение личного характера, отрывок из статьи научно-популярного характера, сообщение информационного характера, стихотворение; сплошной текст (таблица).

Объём текста/текстов для чтения — 180—200 слов.

Письменная речь

Развитие умений письменной речи на базе умений, сформированных в начальной школе:

списывание текста и выписывание из него слов, словосочетаний, предложений в соответствии с решаемой коммуникативной задачей;

написание коротких поздравлений с праздниками (с Новым годом, Рождеством, днём рождения);

заполнение анкет и формуляров: сообщение о себе основных сведений в соответствии с нормами, принятыми в стране/странах изучаемого языка;

написание электронного сообщения личного характера: сообщение кратких сведений о себе; оформление обращения, завершающей фразы и подписи в соответствии с нормами неофициального общения, принятыми в стране/странах изучаемого языка. Объём сообщения — до 60 слов.

Языковые знания и умения

Фонетическая сторона речи

Различение на слух и адекватное, без ошибок, ведущих к сбою в коммуникации, произнесение слов с соблюдением правильного ударения и фраз с соблюдением их ритмико-интонационных особенностей, в том числе отсутствия фразового уда-

рения на служебных словах; чтение новых слов согласно основным правилам чтения.

Чтение вслух небольших адаптированных аутентичных текстов, построенных на изученном языковом материале, с соблюдением правил чтения и соответствующей интонации, демонстрирующее понимание текста.

Тексты для чтения вслух: беседа/диалог, рассказ, отрывок из статьи научно-популярного характера, сообщение информационного характера.

Объём текста для чтения вслух — до 90 слов.

Графика, орфография и пунктуация

Правильное написание изученных слов.

Правильное использование знаков препинания: точки, вопросительного и восклицательного знаков в конце предложения; запятой при перечислении и обращении; апострофа.

Пунктуационно правильное, в соответствии с нормами речевого этикета, принятыми в стране/странах изучаемого языка, оформление электронного сообщения личного характера.

Лексическая сторона речи

Распознавание в письменном и звучащем тексте и употребление в устной и письменной речи лексических единиц (слов, словосочетаний, речевых клише), обслуживающих ситуации общения в рамках тематического содержания речи, с соблюдением существующей в английском языке нормы лексической сочетаемости.

Объём изучаемой лексики: 625 лексических единиц для продуктивного использования (включая 500 лексических единиц, изученных в начальной школе) и 675 лексических единиц для рецептивного усвоения (включая 625 лексических единиц продуктивного минимума).

Основные способы словообразования:

а) аффиксация:

образование имён существительных при помощи суффиксов -er/-or (teacher/visitor), -ist (scientist, tourist), -sion/-tion (discussion/invitation);

образование имён прилагательных при помощи суффиксов -ful (wonderful), -ian/-an (Russian/American);

образование наречий при помощи суффикса -ly (recently);

образование имён прилагательных, имён существительных и наречий при помощи отрицательного префикса un- (unhappy, unreality, unusually).

Грамматическая сторона речи

Распознавание в письменном и звучащем тексте и употребление в устной и письменной речи изученных морфологических форм и синтаксических конструкций английского языка.

Предложения с несколькими обстоятельствами, следующими в определённом порядке.

Вопросительные предложения (альтернативный и разделительный вопросы в Present/Past/Future Simple Tense).

Глаголы в видо-временных формах действительного залога в изъявительном наклонении в Present Perfect Tense в повествовательных (утвердительных и отрицательных) и вопросительных предложениях.

Имена существительные во множественном числе, в том числе имена существительные, имеющие форму только множественного числа.

Имена существительные с причастиями настоящего и прошедшего времени.

Наречия в положительной, сравнительной и превосходной степенях, образованные по правилу, и исключения.

Социокультурные знания и умения

Знание и использование социокультурных элементов речевого поведенческого этикета в стране/странах изучаемого языка в рамках тематического содержания (в ситуациях общения, в том числе «В семье», «В школе», «На улице»).

Знание и использование в устной и письменной речи наиболее употребительной тематической фоновой лексики и реалий в рамках отобранного тематического содержания (некоторые национальные праздники, традиции в проведении досуга и питания).

Знание социокультурного портрета родной страны и страны/стран изучаемого языка: знакомство с традициями проведения основных национальных праздников (Рождества, Нового года и т. д.); с особенностями образа жизни и культуры страны/стран изучаемого языка (известных достопримечательностях, выдающихся людях); с доступными в языковом отношении образцами детской поэзии и прозы на английском языке.

Формирование умений:

писать свои имя и фамилию, а также имена и фамилии своих родственников и друзей на английском языке;

правильно оформлять свой адрес на английском языке (в анкете, формуляре);

кратко представлять Россию и страну/страны изучаемого языка;

кратко представлять некоторые культурные явления родной страны и страны/стран изучаемого языка (основные национальные праздники, традиции в проведении досуга и питании).

Компенсаторные умения

Использование при чтении и аудировании языковой, в том числе контекстуальной, догадки.

Использование в качестве опоры при порождении собственных высказываний ключевых слов, плана.

Игнорирование информации, не являющейся необходимой для понимания основного содержания прочитанного/прослушанного текста или для нахождения в тексте запрашиваемой информации.

6 класс

Коммуникативные умения

Формирование умения общаться в устной и письменной форме, используя рецептивные и продуктивные виды речевой деятельности в рамках тематического содержания речи.

Взаимоотношения в семье и с друзьями. Семейные праздники.

Внешность и характер человека/литературного персонажа.

Досуг и увлечения/хобби современного подростка (чтение, кино, театр, спорт).

Здоровый образ жизни: режим труда и отдыха, фитнес, сбалансированное питание.

Покупки: одежда, обувь и продукты питания.

Школа, школьная жизнь, школьная форма, изучаемые предметы, любимый предмет, правила поведения в школе. Переписка с зарубежными сверстниками.

Переписка с зарубежными сверстниками.

Каникулы в различное время года. Виды отдыха.

Путешествия по России и зарубежным странам.

Природа: дикие и домашние животные. Климат, погода.

Жизнь в городе и сельской местности. Описание родного города/села. Транспорт.

Родная страна и страна/страны изучаемого языка. Их географическое положение, столицы, население; официальные языки, достопримечательности, культурные особенности (национальные праздники, традиции, обычаи).

Выдающиеся люди родной страны и страны/стран изучаемого языка: писатели, поэты, учёные.

Говорение

Развитие коммуникативных умений *диалогической речи*, а именно умений вести:

диалог этикетного характера: начинать, поддерживать и заканчивать разговор, вежливо переспрашивать; поздравлять с праздником, выражать пожелания и вежливо реагировать на поздравление; выражать благодарность; вежливо соглашаться на предложение/отказываться от предложения собеседника;

диалог — побуждение к действию: обращаться с просьбой, вежливо соглашаться/не соглашаться выполнить просьбу; приглашать собеседника к совместной деятельности, вежливо соглашаться/не соглашаться на предложение собеседника, объясняя причину своего решения;

диалог-расспрос: сообщать фактическую информацию, отвечая на вопросы разных видов; выражать своё отношение к обсуждаемым фактам и событиям; запрашивать интересующую информацию; переходить с позиции спрашивающего на позицию отвечающего и наоборот.

Вышеперечисленные умения диалогической речи развиваются в стандартных ситуациях неофициального общения в рамках тематического содержания речи с опорой на речевые ситуации, ключевые слова и/или иллюстрации, фотографии с соблюдением норм речевого этикета, принятых в стране/странах изучаемого языка.

Объём диалога — до 5 реплик со стороны каждого собеседника.

Развитие коммуникативных умений *монологической речи*:

- создание устных связных монологических высказываний с использованием основных коммуникативных типов речи:
 - описание (предмета, внешности и одежды человека), в том числе характеристика (черты характера реального человека или литературного персонажа);
 - повествование/сообщение;
- изложение (пересказ) основного содержания прочитанного текста;
- краткое изложение результатов выполненной проектной работы.

Данные умения монологической речи развиваются в стандартных ситуациях неофициального общения в рамках темати-

ческого содержания речи с опорой на ключевые слова, план, вопросы, таблицы и/или иллюстрации, фотографии.

Объём монологического высказывания — 7—8 фраз.

Аудирование

При непосредственном общении: понимание на слух речи учителя и одноклассников и вербальная/невербальная реакция на услышанное.

При опосредованном общении: дальнейшее развитие восприятия и понимания на слух несложных адаптированных аутентичных аудиотекстов, содержащих отдельные незнакомые слова, с разной глубиной проникновения в их содержание в зависимости от поставленной коммуникативной задачи: с пониманием основного содержания, с пониманием запрашиваемой информации.

Аудирование с пониманием основного содержания текста предполагает умение определять основную тему и главные факты/события в воспринимаемом на слух тексте; игнорировать незнакомые слова, несущественные для понимания основного содержания.

Аудирование с пониманием запрашиваемой информации, предполагает умение выделять запрашиваемую информацию, представленную в эксплицитной (явной) форме, в воспринимаемом на слух тексте.

Тексты для аудирования: высказывания собеседников в ситуациях повседневного общения, диалог (беседа), рассказ, сообщение информационного характера.

Время звучания текста/текстов для аудирования — до 1,5 минуты.

Смысловое чтение

Развитие умения читать про себя и понимать адаптированные аутентичные тексты разных жанров и стилей, содержащие отдельные незнакомые слова, с различной глубиной проникновения в их содержание в зависимости от поставленной коммуникативной задачи: с пониманием основного содержания, с пониманием запрашиваемой информации.

Чтение с пониманием основного содержания текста предполагает умение определять тему/основную мысль, главные факты/события; прогнозировать содержание текста по заголовку/началу текста; игнорировать незнакомые слова, несущественные для понимания основного содержания; понимать интернациональные слова в контексте.

Чтение с пониманием запрашиваемой информации предполагает умения находить в прочитанном тексте и понимать запрашиваемую информацию.

Чтение несплошных текстов (таблиц) и понимание представленной в них информации.

Тексты для чтения: беседа; отрывок из художественного произведения, в том числе рассказ, сказка; отрывок из статьи научно-популярного характера; сообщение информационного характера; сообщение личного характера; объявление; кулинарный рецепт; стихотворение; несплошной текст (таблица).

Объём текста/текстов для чтения — 250—300 слов.

Письменная речь

Развитие умений письменной речи:

списывание текста и выписывание из него слов, словосочетаний, предложений в соответствии с решаемой коммуникативной задачей;

заполнение анкет и формуляров: сообщение о себе основных сведений в соответствии с нормами, принятыми в англоговорящих странах;

написание электронного сообщения личного характера: сообщать краткие сведения о себе; расспрашивать друга/подругу по переписке о его/её увлечениях; выражать благодарность, извинение; оформлять обращение, завершающую фразу и подпись в соответствии с нормами неофициального общения, принятыми в стране/странах изучаемого языка. Объём письма — до 70 слов;

создание небольшого письменного высказывания с опорой на образец, план, иллюстрацию. Объём письменного высказывания — до 70 слов.

Языковые знания и умения

Фонетическая сторона речи

Различение на слух и адекватное, без фонематических ошибок, ведущих к сбою в коммуникации, произнесение слов с соблюдением правильного ударения и фраз с соблюдением их ритмико-интонационных особенностей, в том числе отсутствия фразового ударения на служебных словах; чтение новых слов согласно основным правилам чтения.

Чтение вслух небольших адаптированных аутентичных текстов, построенных на изученном языковом материале, с соблюдением правил чтения и соответствующей интонации, демонстрирующее понимание текста.

Тексты для чтения вслух: сообщение информационного характера, отрывок из статьи научно-популярного характера, рассказ, диалог (беседа).

Объём текста для чтения вслух — до 95 слов.

Графика, орфография и пунктуация

Правильное написание изученных слов.

Правильное использование знаков препинания: точки, вопросительного и восклицательного знаков в конце предложения; запятой при перечислении и обращении; апострофа.

Пунктуационно правильное, в соответствии с нормами речевого этикета, принятыми в стране/странах изучаемого языка, оформление электронного сообщения личного характера.

Лексическая сторона речи

Распознавание в письменном и звучащем тексте и употребление в устной и письменной речи лексических единиц (слов, словосочетаний, речевых клише), обслуживающих ситуации общения в рамках тематического содержания речи, с соблюдением существующей в английском языке нормы лексической сочетаемости.

Распознавание в звучащем и письменном тексте и употребление в устной и письменной речи различных средств связи для обеспечения логичности и целостности высказывания.

Объём: около 750 лексических единиц для продуктивного использования (включая 650 лексических единиц, изученных ранее) и около 800 лексических единиц для рецептивного усвоения (включая 750 лексических единиц продуктивного минимума).

Основные способы словообразования:

аффиксация:

образование имён существительных при помощи суффикса -ing (reading);

образование имён прилагательных при помощи суффиксов -al (typical), -ing (amazing), -less (useless), -ive (impressive).

Синонимы. Антонимы. Интернациональные слова.

Грамматическая сторона речи

Распознавание в письменном и звучащем тексте и употребление в устной и письменной речи изученных морфологических форм и синтаксических конструкций английского языка.

Сложноподчинённые предложения с придаточными определительными с союзными словами who, which, that.

Сложноподчинённые предложения с придаточными времени с союзами *for, since*.

Предложения с конструкциями *as ... as, not so ... as*.

Все типы вопросительных предложений (общий, специальный, альтернативный, разделительный вопросы) в *Present/Past Continuous Tense*.

Глаголы в видо-временных формах действительного залога в изъявительном наклонении в *Present/Past Continuous Tense*.

Модальные глаголы и их эквиваленты (*can/be able to, must/have to, may, should, need*).

Слова, выражающие количество (*little/a little, few/a few*).

Возвратные, неопределённые местоимения (*some, any*) и их производные (*somebody, anybody; something, anything, etc.*) *every* и производные (*everybody, everything, etc.*) в повествовательных (утвердительных и отрицательных) и вопросительных предложениях.

Числительные для обозначения дат и больших чисел (*100—1000*).

Социокультурные знания и умения

Знание и использование отдельных социокультурных элементов речевого поведенческого этикета в стране/странах изучаемого языка в рамках тематического содержания речи (в ситуациях общения, в том числе «Дома», «В магазине»).

Знание и использование в устной и письменной речи наиболее употребительной тематической фоновой лексики и реалий в рамках тематического содержания (некоторые национальные праздники, традиции в питании и проведении досуга, этикетные особенности посещения гостей).

Знание социокультурного портрета родной страны и страны/стран изучаемого языка: знакомство с государственной символикой (флагом), некоторыми национальными символами; традициями проведения основных национальных праздников (Рождества, Нового года, Дня матери и т. д.); с особенностями образа жизни и культуры страны/стран изучаемого языка (известными достопримечательностями, некоторыми выдающимися людьми); с доступными в языковом отношении образцами детской поэзии и прозы на английском языке.

Развитие умений:

писать свои имя и фамилию, а также имена и фамилии своих родственников и друзей на английском языке;

правильно оформлять свой адрес на английском языке (в анкете, формуляре);

кратко представлять Россию и страну/страны изучаемого языка;

кратко представлять некоторые культурные явления родной страны и страны/стран изучаемого языка (основные национальные праздники, традиции в проведении досуга и питании); наиболее известные достопримечательности;

кратко рассказывать о выдающихся людях родной страны и страны/стран изучаемого языка (учёных, писателях, поэтах).

Компенсаторные умения

Использование при чтении и аудировании языковой догадки, в том числе контекстуальной.

Использование в качестве опоры при порождении собственных высказываний ключевых слов, плана.

Игнорирование информации, не являющейся необходимой для понимания основного содержания прочитанного/прослушанного текста или для нахождения в тексте запрашиваемой информации.

Сравнение (в том числе установление основания для сравнения) объектов, явлений, процессов, их элементов и основных функций в рамках изученной тематики.

7 класс

Коммуникативные умения

Формирование умения общаться в устной и письменной форме, используя рецептивные и продуктивные виды речевой деятельности в рамках тематического содержания речи.

Взаимоотношения в семье и с друзьями. Семейные праздники. Обязанности по дому.

Внешность и характер человека/литературного персонажа.

Досуг и увлечения/хобби современного подростка (чтение, кино, театр, музей, спорт, музыка).

Здоровый образ жизни: режим труда и отдыха, фитнес, сбалансированное питание.

Покупки: одежда, обувь и продукты питания.

Школа, школьная жизнь, школьная форма, изучаемые предметы, любимый предмет, правила поведения в школе, посещение школьной библиотеки/ресурсного центра. Переписка с зарубежными сверстниками.

Каникулы в различное время года. Виды отдыха. Путешествия по России и зарубежным странам.

Природа: дикие и домашние животные. Климат, погода.

Жизнь в городе и сельской местности. Описание родного города/села. Транспорт.

Средства массовой информации (телевидение, журналы, Интернет).

Родная страна и страна/страны изучаемого языка. Их географическое положение, столицы; население; официальные языки; достопримечательности, культурные особенности (национальные праздники, традиции, обычаи).

Выдающиеся люди родной страны и страны/стран изучаемого языка: учёные, писатели, поэты, спортсмены.

Говорение

Развитие коммуникативных умений *диалогической речи*, а именно умений вести: диалог этикетного характера, диалог — побуждение к действию, диалог-расспрос; комбинированный диалог, включающий различные виды диалогов:

диалог этикетного характера: начинать, поддерживать и заканчивать разговор, вежливо переспрашивать; поздравлять с праздником, выражать пожелания и вежливо реагировать на поздравление; выражать благодарность; вежливо соглашаться на предложение/отказываться от предложения собеседника;

диалог — побуждение к действию: обращаться с просьбой, вежливо соглашаться/не соглашаться выполнить просьбу; приглашать собеседника к совместной деятельности, вежливо соглашаться/не соглашаться на предложение собеседника, объясняя причину своего решения;

диалог-расспрос: сообщать фактическую информацию, отвечая на вопросы разных видов; выражать своё отношение к обсуждаемым фактам и событиям; запрашивать интересующую информацию; переходить с позиции спрашивающего на позицию отвечающего и наоборот.

Названные умения диалогической речи развиваются в стандартных ситуациях неофициального общения в рамках тематического содержания речи с использованием ключевых слов, речевых ситуаций и/или иллюстраций, фотографий с соблюдением норм речевого этикета, принятых в стране/странах изучаемого языка.

Объём диалога — до 6 реплик со стороны каждого собеседника.

Развитие коммуникативных умений *монологической речи*:

- создание устных связных монологических высказываний с использованием основных коммуникативных типов речи:
 - описание (предмета, местности, внешности и одежды человека), в том числе характеристика (черты характера реального человека или литературного персонажа);
 - повествование/сообщение;
- изложение (пересказ) основного содержания прочитанного/прослушанного текста;
- краткое изложение результатов выполненной проектной работы.

Данные умения монологической речи развиваются в стандартных ситуациях неофициального общения в рамках тематического содержания речи с опорой на ключевые слова, план, вопросы и/или иллюстрации, фотографии, таблицы.

Объём монологического высказывания — 8—9 фраз.

Аудирование

При непосредственном общении: понимание на слух речи учителя и одноклассников и вербальная/невербальная реакция на услышанное.

При опосредованном общении: дальнейшее развитие восприятия и понимания на слух несложных аутентичных текстов, содержащих отдельные незнакомые слова, с разной глубиной проникновения в их содержание в зависимости от поставленной коммуникативной задачи: с пониманием основного содержания; с пониманием запрашиваемой информации.

Аудирование с пониманием основного содержания текста предполагает умение определять основную тему/идею и главные факты/события в воспринимаемом на слух тексте; игнорировать незнакомые слова, не существенные для понимания основного содержания.

Аудирование с пониманием запрашиваемой информации предполагает умение выделять запрашиваемую информацию, представленную в эксплицитной (явной) форме, в воспринимаемом на слух тексте.

Тексты для аудирования: диалог (беседа), высказывания собеседников в ситуациях повседневного общения, рассказ, сообщение информационного характера.

Время звучания текста/текстов для аудирования — до 1,5 минуты.

Смысловое чтение

Развитие умения читать про себя и понимать несложные аутентичные тексты разных жанров и стилей, содержащие отдельные незнакомые слова, с различной глубиной проникновения в их содержание в зависимости от поставленной коммуникативной задачи: с пониманием основного содержания; с пониманием нужной/запрашиваемой информации; с полным пониманием содержания текста.

Чтение с пониманием основного содержания текста предполагает умение определять тему/основную мысль, главные факты/события; прогнозировать содержание текста по заголовку/началу текста; последовательность главных фактов/событий; умение игнорировать незнакомые слова, несущественные для понимания основного содержания; понимать интернациональные слова.

Чтение с пониманием нужной/запрашиваемой информации предполагает умение находить в прочитанном тексте и понимать запрашиваемую информацию.

Чтение с полным пониманием предполагает полное и точное понимание информации, представленной в тексте, в эксплицитной (явной) форме.

Чтение несплошных текстов (таблиц, диаграмм) и понимание представленной в них информации.

Тексты для чтения: интервью; диалог (беседа); отрывок из художественного произведения, в том числе рассказа; отрывок из статьи научно-популярного характера; сообщение информационного характера; объявление; кулинарный рецепт; сообщение личного характера; стихотворение; несплошной текст (таблица, диаграмма).

Объём текста/текстов для чтения — до 350 слов.

Письменная речь

Развитие умений письменной речи:

списывание текста и выписывание из него слов, словосочетаний, предложений в соответствии с решаемой коммуникативной задачей; составление плана прочитанного текста;

заполнение анкет и формуляров: сообщение о себе основных сведений в соответствии с нормами, принятыми в стране/странах изучаемого языка;

написание электронного сообщения личного характера: сообщать краткие сведения о себе, расспрашивать друга/подругу по переписке о его/её увлечениях, выражать благодарность, из-

винение, просьбу; оформлять обращение, завершающую фразу и подпись в соответствии с нормами неофициального общения, принятыми в стране/странах изучаемого языка. Объём письма — до 90 слов;

создание небольшого письменного высказывания с опорой на образец, план, таблицу. Объём письменного высказывания — до 90 слов.

Языковые знания и умения

Фонетическая сторона речи

Различение на слух и адекватное, без фонематических ошибок, ведущих к сбою в коммуникации, произнесение слов с соблюдением правильного ударения и фраз с соблюдением их ритмико-интонационных особенностей, в том числе отсутствия фразового ударения на служебных словах; чтение новых слов согласно основным правилам чтения.

Чтение вслух небольших аутентичных текстов, построенных на изученном языковом материале, с соблюдением правил чтения и соответствующей интонации, демонстрирующее понимание текста.

Тексты для чтения вслух: диалог (беседа), рассказ, сообщение информационного характера, отрывок из статьи научно-популярного характера.

Объём текста для чтения вслух — до 100 слов.

Графика, орфография и пунктуация

Правильное написание изученных слов.

Правильное использование знаков препинания: точки, вопросительного и восклицательного знаков в конце предложения; запятой при перечислении и обращении; апострофа.

Пунктуационно правильное, в соответствии с нормами речевого этикета, принятыми в стране/странах изучаемого языка, оформление электронного сообщения личного характера.

Лексическая сторона речи

Распознавание в письменном и звучащем тексте и употребление в устной и письменной речи лексических единиц (слов, словосочетаний, речевых клише), обслуживающих ситуации общения в рамках тематического содержания речи, с соблюдением существующей в английском языке нормы лексической сочетаемости.

Распознавание в звучащем и письменном тексте и употребление в устной и письменной речи различных средств связи для обеспечения логичности и целостности высказывания.

Объём — 900 лексических единиц для продуктивного использования (включая 750 лексических единиц, изученных ранее) и 1000 лексических единиц для рецептивного усвоения (включая 900 лексических единиц продуктивного минимума).

Основные способы словообразования:

а) аффиксация:

образование имён существительных при помощи префикса *un-* (*unreality*) и при помощи суффиксов: *-ment* (*development*), *-ness* (*darkness*);

образование имён прилагательных при помощи суффиксов *-ly* (*friendly*), *-ous* (*famous*), *-y* (*busy*);

образование имён прилагательных и наречий при помощи префиксов *in-/im-* (*informal*, *independently*, *impossible*);

б) словосложение:

образование сложных прилагательных путём соединения основы прилагательного с основой существительного с добавлением суффикса *-ed* (*blue-eyed*).

Многозначные лексические единицы. Синонимы. Антонимы. Интернациональные слова. Наиболее частотные фразовые глаголы.

Грамматическая сторона речи

Распознавание в письменном и звучащем тексте и употребление в устной и письменной речи изученных морфологических форм и синтаксических конструкций английского языка.

Предложения со сложным дополнением (*Complex Object*).

Условные предложения реального (*Conditional 0*, *Conditional I*) характера;

предложения с конструкцией *to be going to* + инфинитив и формы *Future Simple Tense* и *Present Continuous Tense* для выражения будущего действия.

Конструкция *used to* + инфинитив глагола.

Глаголы в наиболее употребительных формах страдательного залога (*Present/Past Simple Passive*).

Предлоги, употребляемые с глаголами в страдательном залоге.

Модальный глагол *might*.

Наречия, совпадающие по форме с прилагательными (*fast*, *high*; *early*).

Местоимения other/another, both, all, one.

Количественные числительные для обозначения больших чисел (до 1 000 000).

Социокультурные знания и умения

Знание и использование отдельных социокультурных элементов речевого поведенческого этикета в стране/странах изучаемого языка в рамках тематического содержания (в ситуациях общения, в том числе «В городе», «Проведение досуга», «Во время путешествия»).

Знание и использование в устной и письменной речи наиболее употребительной тематической фоновой лексики и реалий в рамках отобранного тематического содержания (основные национальные праздники, традиции в питании и проведении досуга, система образования).

Социокультурный портрет родной страны и страны/стран изучаемого языка: знакомство с традициями проведения основных национальных праздников (Рождества, Нового года, Дня матери и т. д.); с особенностями образа жизни и культуры страны/стран изучаемого языка (известными достопримечательностями; некоторыми выдающимися людьми); с доступными в языковом отношении образцами поэзии и прозы для подростков на английском языке.

Развитие умений:

писать свои имя и фамилию, а также имена и фамилии своих родственников и друзей на английском языке;

правильно оформлять свой адрес на английском языке (в анкете);

правильно оформлять электронное сообщение личного характера в соответствии с нормами неофициального общения, принятыми в стране/странах изучаемого языка;

кратко представлять Россию и страну/страны изучаемого языка;

кратко представлять некоторые культурные явления родной страны и страны/стран изучаемого языка (основные национальные праздники, традиции в проведении досуга и питании); наиболее известные достопримечательности;

кратко рассказывать о выдающихся людях родной страны и страны/стран изучаемого языка (учёных, писателях, поэтах, спортсменах).

Компенсаторные умения

Использование при чтении и аудировании языковой, в том числе контекстуальной, догадки; при непосредственном общении догадываться о значении незнакомых слов с помощью используемых собеседником жестов и мимики.

Переспрашивать, просить повторить, уточняя значение незнакомых слов.

Использование в качестве опоры при порождении собственных высказываний ключевых слов, плана.

Игнорирование информации, не являющейся необходимой для понимания основного содержания прочитанного/прослушанного текста или для нахождения в тексте запрашиваемой информации.

Сравнение (в том числе установление основания для сравнения) объектов, явлений, процессов, их элементов и основных функций в рамках изученной тематики.

8 класс

Коммуникативные умения

Формирование умения общаться в устной и письменной форме, используя рецептивные и продуктивные виды речевой деятельности в рамках тематического содержания речи.

Взаимоотношения в семье и с друзьями.

Внешность и характер человека/литературного персонажа.

Досуг и увлечения/хобби современного подростка (чтение, кино, театр, музей, спорт, музыка).

Здоровый образ жизни: режим труда и отдыха, фитнес, сбалансированное питание. Посещение врача.

Покупки: одежда, обувь и продукты питания. Карманные деньги.

Школа, школьная жизнь, школьная форма, изучаемые предметы и отношение к ним. Посещение школьной библиотеки/ресурсного центра. Переписка с зарубежными сверстниками.

Виды отдыха в различное время года. Путешествия по России и зарубежным странам.

Природа: флора и фауна. Проблемы экологии. Климат, погода. Стихийные бедствия.

Условия проживания в городской/сельской местности. Транспорт.

Средства массовой информации (телевидение, радио, пресса, Интернет).

Родная страна и страна/страны изучаемого языка. Их географическое положение, столицы; население; официальные языки; достопримечательности, культурные особенности (национальные праздники, традиции, обычаи).

Выдающиеся люди родной страны и страны/стран изучаемого языка: учёные, писатели, поэты, художники, музыканты, спортсмены.

Говорение

Развитие коммуникативных умений *диалогической речи*, а именно умений вести разные виды диалогов (диалог этикетного характера, диалог — побуждение к действию, диалог-расспрос; комбинированный диалог, включающий различные виды диалогов):

диалог этикетного характера: начинать, поддерживать и заканчивать разговор, вежливо переспрашивать; поздравлять с праздником, выражать пожелания и вежливо реагировать на поздравление; выражать благодарность; вежливо соглашаться на предложение/отказываться от предложения собеседника;

диалог — побуждение к действию: обращаться с просьбой, вежливо соглашаться/не соглашаться выполнить просьбу; приглашать собеседника к совместной деятельности, вежливо соглашаться/не соглашаться на предложение собеседника, объясняя причину своего решения;

диалог-расспрос: сообщать фактическую информацию, отвечая на вопросы разных видов; выражать своё отношение к обсуждаемым фактам и событиям; запрашивать интересующую информацию; переходить с позиции спрашивающего на позицию отвечающего и наоборот.

Названные умения диалогической речи развиваются в стандартных ситуациях неофициального общения в рамках тематического содержания речи с использованием ключевых слов, речевых ситуаций и/или иллюстраций, фотографий с соблюдением нормы речевого этикета, принятых в стране/странах изучаемого языка.

Объём диалога — до 7 реплик со стороны каждого собеседника.

Развитие коммуникативных умений *монологической речи*:

создание устных связных монологических высказываний с использованием основных коммуникативных типов речи:

- описание (предмета, местности, внешности и одежды человека), в том числе характеристика (черты характера реального человека или литературного персонажа);
- повествование/сообщение;
 - выражение и аргументирование своего мнения по отношению к услышанному/прочитанному;
 - изложение (пересказ) основного содержания прочитанного/прослушанного текста;
 - составление рассказа по картинкам;
 - изложение результатов выполненной проектной работы.

Данные умения монологической речи развиваются в стандартных ситуациях неофициального общения в рамках тематического содержания речи с опорой на вопросы, ключевые слова, план и/или иллюстрации, фотографии, таблицы.

Объем монологического высказывания — 9—10 фраз.

Аудирование

При непосредственном общении: понимание на слух речи учителя и одноклассников и вербальная/невербальная реакция на услышанное; использование переспрос или просьбу повторить для уточнения отдельных деталей.

При опосредованном общении: дальнейшее развитие восприятия и понимания на слух несложных аутентичных текстов, содержащих отдельные неизученные языковые явления, с разной глубиной проникновения в их содержание в зависимости от поставленной коммуникативной задачи: с пониманием основного содержания; с пониманием нужной/интересующей/запрашиваемой информации.

Аудирование с пониманием основного содержания текста предполагает умение определять основную тему/идею и главные факты/события в воспринимаемом на слух тексте, отделять главную информацию от второстепенной, прогнозировать содержание текста по началу сообщения; игнорировать незнакомые слова, не существенные для понимания основного содержания.

Аудирование с пониманием нужной/интересующей/запрашиваемой информации предполагает умение выделять нужную/интересующую/запрашиваемую информацию, представленную в эксплицитной (явной) форме, в воспринимаемом на слух тексте.

Тексты для аудирования: диалог (беседа), высказывания собеседников в ситуациях повседневного общения, рассказ, сообщение информационного характера.

Время звучания текста/текстов для аудирования — до 2 минут.

Смысловое чтение

Развитие умения читать про себя и понимать несложные аутентичные тексты разных жанров и стилей, содержащие отдельные неизученные языковые явления, с различной глубиной проникновения в их содержание в зависимости от поставленной коммуникативной задачи: с пониманием основного содержания; с пониманием нужной/интересующей/запрашиваемой информации; с полным пониманием содержания.

Чтение *с пониманием основного содержания текста* предполагает умения: определять тему/основную мысль, выделять главные факты/события (опуская второстепенные); прогнозировать содержание текста по заголовку/началу текста; определять логическую последовательность главных фактов, событий; игнорировать незнакомые слова, несущественные для понимания основного содержания; понимать интернациональные слова.

Чтение *с пониманием нужной/интересующей/запрашиваемой информации* предполагает умение находить прочитанном тексте и понимать запрашиваемую информацию, представленную в эксплицитной (явной) форме; оценивать найденную информацию с точки зрения её значимости для решения коммуникативной задачи.

Чтение несплошных текстов (таблиц, диаграмм, схем) и понимание представленной в них информации.

Чтение *с полным пониманием содержания* несложных аутентичных текстов, содержащих отдельные неизученные языковые явления. В ходе чтения с полным пониманием формируются и развиваются умения полно и точно понимать текст на основе его информационной переработки (смыслового и структурного анализа отдельных частей текста, выборочного перевода), устанавливать причинно-следственную взаимосвязь изложенных в тексте фактов и событий, восстанавливать текст из разрозненных абзацев.

Тексты для чтения: интервью, диалог (беседа), рассказ, отрывок из художественного произведения, отрывок из статьи научно-популярного характера, сообщение информационного характера, объявление, кулинарный рецепт, меню, электронное сообщение личного характера, стихотворение.

Объём текста/текстов для чтения — 350—500 слов.

Письменная речь

Развитие умений письменной речи:

составление плана/тезисов устного или письменного сообщения;

заполнение анкет и формуляров: сообщение о себе основных сведений в соответствии с нормами, принятыми в стране/странах изучаемого языка;

написание электронного сообщения личного характера: сообщать краткие сведения о себе, излагать различные события, делиться впечатлениями, выражать благодарность/извинения/просьбу, запрашивать интересующую информацию; оформлять обращение, завершающую фразу и подпись в соответствии с нормами неофициального общения, принятыми в стране/странах изучаемого языка. Объем письма — до 110 слов;

создание небольшого письменного высказывания с опорой на образец, план, таблицу и/или прочитанный/прослушанный текст. Объем письменного высказывания — до 110 слов.

Языковые знания и умения

Фонетическая сторона речи

Различение на слух и адекватное, без фонематических ошибок, ведущих к сбою в коммуникации, произнесение слов с соблюдением правильного ударения и фраз с соблюдением их ритмико-интонационных особенностей, в том числе отсутствия фразового ударения на служебных словах; чтение новых слов согласно основным правилам чтения.

Чтение вслух небольших аутентичных текстов, построенных на изученном языковом материале, с соблюдением правил чтения и соответствующей интонации, демонстрирующее понимание текста.

Тексты для чтения вслух: сообщение информационного характера, отрывок из статьи научно-популярного характера, рассказ, диалог (беседа).

Объем текста для чтения вслух — до 110 слов.

Графика, орфография и пунктуация

Правильное написание изученных слов.

Правильное использование знаков препинания: точки, вопросительного и восклицательного знаков в конце предложения; запятой при перечислении и обращении; при вводных сло-

вах, обозначающих порядок мыслей и их связь (например, в английском языке: firstly/first of all, secondly, finally; on the one hand, on the other hand); апострофа.

Пунктуационно правильно в соответствии с нормами речевого этикета, принятыми в стране/странах изучаемого языка, оформлять электронное сообщение личного характера.

Лексическая сторона речи

Распознавание в письменном и звучащем тексте и употребление в устной и письменной речи лексических единиц (слов, словосочетаний, речевых клише), обслуживающих ситуации общения в рамках тематического содержания речи, с соблюдением существующей в английском языке нормы лексической сочетаемости.

Объём — 1050 лексических единиц для продуктивного использования (включая лексические единицы, изученные ранее) и 1250 лексических единиц для рецептивного усвоения (включая 1050 лексических единиц продуктивного минимума).

Основные способы словообразования:

а) аффиксация:

образование имен существительных при помощи суффиксов: -ance/-ence (performance/residence); -ity (activity); -ship (friendship);

образование имен прилагательных при помощи префикса inter- (international);

образование имен прилагательных при помощи -ed и -ing (interested—interesting);

б) конверсия:

образование имени существительного от неопределённой формы глагола (to walk — a walk);

образование глагола от имени существительного (a present — to present);

образование имени существительного от прилагательного (rich — the rich);

Многозначные лексические единицы. Синонимы. Антонимы. Интернациональные слова. Наиболее частотные фразовые глаголы. Сокращения и аббревиатуры.

Различные средства связи в тексте для обеспечения его целостности (firstly, however, finally, at last, etc.).

Грамматическая сторона речи

Распознавание в письменном и звучащем тексте и употребление в устной и письменной речи изученных морфологических форм и синтаксических конструкций английского языка.

Предложения со сложным дополнением (Complex Object) (I saw her cross/crossing the road.).

Повествовательные (утвердительные и отрицательные), вопросительные и побудительные предложения в косвенной речи в настоящем и прошедшем времени.

Все типы вопросительных предложений в Past Perfect Tense.

Согласование времен в рамках сложного предложения.

Согласование подлежащего, выраженного собирательным существительным (family, police) со сказуемым.

Конструкции с глаголами на -ing: to love/hate doing something.

Конструкции, содержащие глаголы-связки to be/to look/to feel/to seem.

Конструкции be/get used to + инфинитив глагола; be/get used to + инфинитив глагола; be/get used to doing something; be/get used to something.

Конструкция both ... and

Конструкции с глаголами to stop, to remember, to forget (пазница в значении to stop doing smth и to stop to do smth).

Глаголы в видо-временных формах действительного залога в изъявительном наклонении (Past Perfect Tense, Present Perfect Continuous Tense, Future-in-the-Past).

Модальные глаголы в косвенной речи в настоящем и прошедшем времени.

Неличные формы глагола (инфинитив, герундий, причастия настоящего и прошедшего времени).

Наречия too — enough.

Отрицательные местоимения no (и его производные nobody, nothing, etc.), none.

Социокультурные знания и умения

Осуществление межличностного и межкультурного общения с использованием знаний о национально-культурных особенностях своей страны и страны/стран изучаемого языка, основных социокультурных элементов речевого поведенческого этикета в англоязычной среде; знание и использование в устной и письменной речи наиболее употребительной тематической фоновой лексики и реалий в рамках тематического содержания.

Понимание речевых различий в ситуациях официального и неофициального общения в рамках отобранного тематического содержания и использование лексико-грамматических средств с их учётом.

Социокультурный портрет родной страны и страны/стран изучаемого языка: знакомство с традициями проведения основных национальных праздников (Рождества, Нового года, Дня матери, Дня благодарения и т. д.); с особенностями образа жизни и культуры страны/стран изучаемого языка (известными достопримечательностями; некоторыми выдающимися людьми); с доступными в языковом отношении образцами поэзии и прозы для подростков на английском языке.

Осуществление межличностного и межкультурного общения с использованием знаний о национально-культурных особенностях своей страны и страны/стран изучаемого языка.

Соблюдение нормы вежливости в межкультурном общении.

Знание социокультурного портрета родной страны и страны/стран изучаемого языка: символики, достопримечательностей; культурных особенностей (национальные праздники, традиции), образцов поэзии и прозы, доступных в языковом отношении.

Развитие умений:

кратко представлять Россию и страну/страны изучаемого языка (культурные явления, события, достопримечательности);

кратко рассказывать о некоторых выдающихся людях родной страны и страны/стран изучаемого языка (учёных, писателях, поэтах, художниках, музыкантах, спортсменах и т. д.);

оказывать помощь зарубежным гостям в ситуациях повседневного общения (объяснить местонахождение объекта, сообщить возможный маршрут и т. д.).

Компенсаторные умения

Использование при чтении и аудировании языковой, в том числе контекстуальной, догадки; использование при говорении и письме перифраз/толкование, синонимические средства, описание предмета вместо его названия; при непосредственном общении догадываться о значении незнакомых слов с помощью используемых собеседником жестов и мимики.

Переспрашивать, просить повторить, уточняя значение незнакомых слов.

Использование в качестве опоры при порождении собственных высказываний ключевых слов, плана.

Игнорирование информации, не являющейся необходимой для понимания основного содержания прочитанного/прослушанного текста или для нахождения в тексте запрашиваемой информации.

Сравнение (в том числе установление основания для сравнения) объектов, явлений, процессов, их элементов и основных функций в рамках изученной тематики.

9 класс

Коммуникативные умения

Формирование умения общаться в устной и письменной форме, используя рецептивные и продуктивные виды речевой деятельности в рамках тематического содержания речи.

Взаимоотношения в семье и с друзьями. Конфликты и их решение.

Внешность и характер человека/литературного персонажа.

Досуг и увлечения/хобби современного подростка (чтение, кино, театр, музыка, музей, спорт, живопись; компьютерные игры). Роль книги в жизни подростка.

Здоровый образ жизни: режим труда и отдыха, фитнес, сбалансированное питание. Посещение врача.

Покупки: одежда, обувь и продукты питания. Карманные деньги. Молодёжная мода.

Школа, школьная жизнь, изучаемые предметы и отношение к ним. Взаимоотношения в школе: проблемы и их решение. Переписка с зарубежными сверстниками.

Виды отдыха в различное время года. Путешествия по России и зарубежным странам. Транспорт.

Природа: флора и фауна. Проблемы экологии. Защита окружающей среды. Климат, погода. Стихийные бедствия.

Средства массовой информации (телевидение, радио, пресса, Интернет).

Родная страна и страна/страны изучаемого языка. Их географическое положение, столицы и крупные города, регионы; население; официальные языки; достопримечательности, культурные особенности (национальные праздники, знаменательные даты, традиции, обычаи); страницы истории.

Выдающиеся люди родной страны и страны/стран изучаемого языка, их вклад в науку и мировую культуру: государствен-

ные деятели, учёные, писатели, поэты, художники, музыканты, спортсмены.

Говорение

Развитие коммуникативных умений *диалогической речи*, а именно умений вести комбинированный диалог, включающий различные виды диалогов (этикетный диалог, диалог — побуждение к действию, диалог-расспрос); диалог — обмен мнениями:

диалог этикетного характера: начинать, поддерживать и заканчивать разговор, вежливо переспрашивать; поздравлять с праздником, выражать пожелания и вежливо реагировать на поздравление; выражать благодарность; вежливо соглашаться на предложение/отказываться от предложения собеседника;

диалог — побуждение к действию: обращаться с просьбой, вежливо соглашаться/не соглашаться выполнить просьбу; приглашать собеседника к совместной деятельности, вежливо соглашаться/не соглашаться на предложение собеседника, объясняя причину своего решения;

диалог-расспрос: сообщать фактическую информацию, отвечая на вопросы разных видов; выражать своё отношение к обсуждаемым фактам и событиям; запрашивать интересующую информацию; переходить с позиции спрашивающего на позицию отвечающего и наоборот;

диалог — обмен мнениями: выражать свою точку зрения и обосновывать её, высказывать своё согласие/несогласие с точкой зрения собеседника, выражать сомнение, давать эмоциональную оценку обсуждаемым событиям: восхищение, удивление, радость, огорчение и т. д.).

Названные умения диалогической речи развиваются в стандартных ситуациях неофициального общения в рамках тематического содержания речи с использованием ключевых слов, речевых ситуаций и/или иллюстраций, фотографий или без опор с соблюдением норм речевого этикета, принятых в стране/странах изучаемого языка.

Объём диалога — до 8 реплик со стороны каждого собеседника в рамках комбинированного диалога; до 6 реплик со стороны каждого собеседника в рамках диалога — обмена мнениями.

Развитие коммуникативных умений *монологической речи*: создание устных связных монологических высказываний с использованием основных коммуникативных типов речи:

- описание (предмета, местности, внешности и одежды человека), в том числе характеристика (черты характера реального человека или литературного персонажа);
- повествование/сообщение;
- рассуждение;
- выражение и краткое аргументирование своего мнения по отношению к услышанному/прочитанному;
- изложение (пересказ) основного содержания прочитанного/прослушанного текста с выражением своего отношения к событиям и фактам, изложенным в тексте;
- составление рассказа по картинкам;
- изложение результатов выполненной проектной работы.

Данные умения монологической речи развиваются в стандартных ситуациях неофициального общения в рамках тематического содержания речи с опорой на вопросы, ключевые слова, план и/или иллюстрации, фотографии, таблицы или без опоры.

Объём монологического высказывания — 10—12 фраз.

Аудирование

При непосредственном общении: понимание на слух речи учителя и одноклассников и вербальная/невербальная реакция на услышанное; использование переспрос или просьбу повторить для уточнения отдельных деталей.

При опосредованном общении: дальнейшее развитие восприятия и понимания на слух несложных аутентичных текстов, содержащих отдельные неизученные языковые явления, с разной глубиной проникновения в их содержание в зависимости от поставленной коммуникативной задачи: с пониманием основного содержания; с пониманием нужной/интересующей/запрашиваемой информации.

Аудирование с пониманием основного содержания текста предполагает умение определять основную тему/идею и главные факты/события в воспринимаемом на слух тексте, выделять главную информацию от второстепенной, прогнозировать содержание текста по началу сообщения; игнорировать незнакомые слова, несущественные для понимания основного содержания.

Аудирование с пониманием нужной/интересующей/запрашиваемой информации предполагает умение выделять нужную/интересующую/запрашиваемую информацию, представленную в эксплицитной (явной) форме, в воспринимаемом на слух тексте.

Тексты для аудирования: диалог (беседа), высказывания собеседников в ситуациях повседневного общения, рассказ, сообщение информационного характера.

Языковая сложность текстов для аудирования должна соответствовать базовому уровню (A2 — допороговому уровню по общеевропейской шкале).

Время звучания текста/текстов для аудирования — до 2 минут.

Смысловое чтение

Развитие умения читать про себя и понимать несложные аутентичные тексты разных жанров и стилей, содержащие отдельные неизученные языковые явления, с различной глубиной проникновения в их содержание в зависимости от поставленной коммуникативной задачи: с пониманием основного содержания; с пониманием нужной/интересующей/запрашиваемой информации; с полным пониманием содержания текста.

Чтение с пониманием основного содержания текста предполагает умения: определять тему/основную мысль, выделять главные факты/события (опуская второстепенные); прогнозировать содержание текста по заголовку/началу текста; определять логическую последовательность главных фактов, событий; разбивать текст на относительно самостоятельные смысловые части; озаглавливать текст/его отдельные части; игнорировать незнакомые слова, несущественные для понимания основного содержания; понимать интернациональные слова.

Чтение с пониманием нужной/интересующей/запрашиваемой информации предполагает умение находить прочитанном тексте и понимать запрашиваемую информацию, представленную в эксплицитной (явной) и имплицитной форме (неявной) форме; оценивать найденную информацию с точки зрения её значимости для решения коммуникативной задачи.

Чтение несплошных текстов (таблиц, диаграмм, схем) и понимание представленной в них информации.

Чтение с *полным пониманием содержания* несложных аутентичных текстов, содержащих отдельные неизученные языковые явления. В ходе чтения с полным пониманием формируются и развиваются умения полно и точно понимать текст на основе его информационной переработки (смыслового и структурного анализа отдельных частей текста, выборочного перевода); устанавливать причинно-следственную взаимосвязь изложенных в тексте фактов и событий, восстанавливать текст из

разрозненных абзацев или путём добавления выпущенных фрагментов.

Тексты для чтения: диалог (беседа), интервью, рассказ, отрывок из художественного произведения, статья научно-популярного характера, сообщение информационного характера, объявление, памятка, инструкция, электронное сообщение личного характера, стихотворение; несплошной текст (таблица, диаграмма).

Языковая сложность текстов для чтения должна соответствовать базовому уровню (A2 — допороговому уровню по общеевропейской шкале).

Объём текста/текстов для чтения — 500—600 слов.

Письменная речь

Развитие умений письменной речи:

составление плана/тезисов устного или письменного сообщения;

заполнение анкет и формуляров: сообщение о себе основных сведений в соответствии с нормами, принятыми в стране/странах изучаемого языка;

написание электронного сообщения личного характера: сообщать краткие сведения о себе, излагать различные события, делиться впечатлениями, выражать благодарность/извинение/просьбу, запрашивать интересующую информацию; оформлять обращение, завершающую фразу и подпись в соответствии с нормами неофициального общения, принятыми в стране/странах изучаемого языка. Объём письма — до 120 слов;

создание небольшого письменного высказывания с опорой на образец, план, таблицу и/или прочитанный/прослушанный текст. Объём письменного высказывания — до 120 слов;

заполнение таблицы с краткой фиксацией содержания прочитанного/прослушанного текста;

преобразование таблицы, схемы в текстовый вариант представления информации;

письменное представление результатов выполненной проектной работы (объём — 100—120 слов).

Языковые знания и умения

Фонетическая сторона речи

Различение на слух и адекватное, без фонематических ошибок, ведущих к сбою в коммуникации, произнесение слов с со-

блюдением правильного ударения и фраз с соблюдением их ритмико-интонационных особенностей, в том числе отсутствия фразового ударения на служебных словах; чтение новых слов согласно основным правилам чтения.

Выражение модального значения, чувства и эмоции.

Различение на слух британского и американского вариантов произношения в прослушанных текстах или услышанных высказываниях.

Чтение вслух небольших текстов, построенных на изученном языковом материале, с соблюдением правил чтения и соответствующей интонации, демонстрирующее понимание текста.

Тексты для чтения вслух: сообщение информационного характера, отрывок из статьи научно-популярного характера, рассказ, диалог (беседа).

Объём текста для чтения вслух — до 110 слов.

Графика, орфография и пунктуация

Правильное написание изученных слов.

Правильное использование знаков препинания: точки, вопросительного и восклицательного знаков в конце предложения; запятой при перечислении и обращении; при вводных словах, обозначающих порядок мыслей и их связь (например, в английском языке: firstly/first of all, secondly, finally; on the one hand, on the other hand); апострофа.

Пунктуационно правильное, в соответствии с нормами речевого этикета, принятыми в стране/странах изучаемого языка, оформление электронного сообщения личного характера.

Лексическая сторона речи

Распознавание в письменном и звучащем тексте и употребление в устной и письменной речи лексических единиц (слов, словосочетаний, речевых клише), обслуживающих ситуации общения в рамках тематического содержания речи, с соблюдением существующей в английском языке нормы лексической сочетаемости.

Распознавание в звучащем и письменном тексте и употребление в устной и письменной речи различных средств связи для обеспечения логичности и целостности высказывания.

Объём — 1200 лексических единиц для продуктивного использования (включая 1050 лексических единиц, изученных ранее) и 1350 лексических единиц для рецептивного усвоения (включая 1200 лексических единиц продуктивного минимума).

Основные способы словообразования:

а) аффиксация:

глаголов с помощью префиксов *under-*, *over-*, *dis-*, *mis-*;

имён прилагательных с помощью суффиксов *-able/-ible*;

имён существительных с помощью отрицательных префиксов *in-/im-*;

б) словосложение:

образование сложных существительных путём соединения основы числительного с основой существительного с добавлением суффикса *-ed* (*eight-legged*);

образование сложных существительных путём соединения основ существительных с предлогом: *father-in-law*);

образование сложных прилагательных путём соединения основы прилагательного с основой причастия настоящего времени (*nice-looking*);

образование сложных прилагательных путём соединения основы прилагательного с основой причастия прошедшего времени (*well-behaved*);

в) конверсия:

образование глагола от имени прилагательного (*cool — to cool*).

Многозначность лексических единиц. Синонимы. Антонимы. Интернациональные слова. Наиболее частотные фразовые глаголы. Сокращения и аббревиатуры.

Различные средства связи в тексте для обеспечения его целостности (*firstly, however, finally, at last, etc.*).

Грамматическая сторона речи

Распознавание в письменном и звучащем тексте и употребление в устной и письменной речи изученных морфологических форм и синтаксических конструкций английского языка.

Предложения со сложным дополнением (*Complex Object*) (*I want to have my hair cut.*).

Условные предложения нереального характера (*Conditional II*).

Конструкции для выражения предпочтения *I prefer .../I'd prefer .../I'd rather ...*.

Конструкция *I wish ...*.

Предложения с конструкцией *either ... or, neither ... nor*.

Глаголы в видо-временных формах действительного залога в изъявительном наклонении (*Present/Past/Future Simple Tense; Present/Past Perfect Tense; Present/Past Continuous Tense, Future-in-the-Past*) и наиболее употребительных формах

страдательного залога (Present/Past Simple Passive; Present Perfect Passive).

Порядок следования имён прилагательных (nice long blond hair).

Социокультурные знания и умения

Осуществление межличностного и межкультурного общения с использованием знаний о национально-культурных особенностях своей страны и страны/стран изучаемого языка, основных социокультурных элементов речевого поведенческого этикета в англоязычной среде; знание и использование в устной и письменной речи наиболее употребительной тематической фоновой лексики и реалий в рамках отобранного тематического содержания (основные национальные праздники, традиции, обычаи; традиции в питании и проведении досуга, система образования).

Знание социокультурного портрета родной страны и страны/стран изучаемого языка: знакомство с традициями проведения основных национальных праздников (Рождества, Нового года, Дня матери, Дня благодарения и т. д.); с особенностями образа жизни и культуры страны/стран изучаемого языка (известными достопримечательностями; некоторыми выдающимися людьми); с доступными в языковом отношении образцами поэзии и прозы для подростков на английском языке.

Формирование элементарного представления о различных вариантах английского языка.

Осуществление межличностного и межкультурного общения с использованием знаний о национально-культурных особенностях своей страны и страны/стран изучаемого языка.

Соблюдение нормы вежливости в межкультурном общении.

Развитие умений:

писать свои имя и фамилию, а также имена и фамилии своих родственников и друзей на английском языке;

правильно оформлять свой адрес на английском языке (в анкете);

правильно оформлять электронное сообщение личного характера в соответствии с нормами неофициального общения, принятыми в стране/странах изучаемого языка;

кратко представлять Россию и страну/страны изучаемого языка;

кратко представлять некоторые культурные явления родной страны и страны/стран изучаемого языка (основные нацио-

нальные праздники, традиции в проведении досуга и питания, достопримечательности);

кратко представлять некоторых выдающихся людей родной страны и страны/стран изучаемого языка (учёных, писателей, поэтов, художников, композиторов, музыкантов, спортсменов и т. д.);

оказывать помощь зарубежным гостям в ситуациях повседневного общения (объяснить местонахождение объекта, сообщить возможный маршрут, уточнить часы работы и т. д.).

Компенсаторные умения

Использование при чтении и аудировании языковой, в том числе контекстуальной, догадки; при говорении и письме — перифраза/толкования, синонимических средств, описание предмета вместо его названия; при непосредственном общении догадываться о значении незнакомых слов с помощью используемых собеседником жестов и мимики.

Переспрашивать, просить повторить, уточняя значение незнакомых слов.

Использование в качестве опоры при порождении собственных высказываний ключевых слов, плана.

Игнорирование информации, не являющейся необходимой, для понимания основного содержания прочитанного/прослушанного текста или для нахождения в тексте запрашиваемой информации.

Сравнение (в том числе установление основания для сравнения) объектов, явлений, процессов, их элементов и основных функций в рамках изученной тематики.

ПЛАНИРУЕМЫЕ РЕЗУЛЬТАТЫ ОСВОЕНИЯ УЧЕБНОГО ПРЕДМЕТА «ИНОСТРАННЫЙ (АНГЛИЙСКИЙ) ЯЗЫК»

Изучение иностранного языка в основной школе направлено на достижение обучающимися результатов, отвечающих требованиям ФГОС к освоению основной образовательной программы основного общего образования.

Личностные результаты освоения программы основного общего образования достигаются в единстве учебной и воспитательной деятельности Организации в соответствии с традицион-

ными российскими социокультурными и духовно-нравственными ценностями, принятыми в обществе правилами и нормами поведения и способствуют процессам самопознания, самовоспитания и саморазвития, формирования внутренней позиции личности.

ЛИЧНОСТНЫЕ РЕЗУЛЬТАТЫ

Личностные результаты освоения программы основного общего образования достигаются в единстве учебной и воспитательной деятельности Организации в соответствии с традиционными российскими социокультурными и духовно-нравственными ценностями, принятыми в обществе правилами и нормами поведения, и способствуют процессам самопознания, самовоспитания и саморазвития, формирования внутренней позиции личности.

Личностные результаты освоения программы основного общего образования должны отражать готовность обучающихся руководствоваться системой позитивных ценностных ориентаций и расширение опыта деятельности на её основе и в процессе реализации основных направлений воспитательной деятельности, в том числе в части:

Гражданского воспитания:

готовность к выполнению обязанностей гражданина и реализации его прав, уважение прав, свобод и законных интересов других людей;

активное участие в жизни семьи, Организации, местного сообщества, родного края, страны;

неприятие любых форм экстремизма, дискриминации;

понимание роли различных социальных институтов в жизни человека;

представление об основных правах, свободах и обязанностях гражданина, социальных нормах и правилах межличностных отношений в поликультурном и многоконфессиональном обществе;

представление о способах противодействия коррупции;

готовность к разнообразной совместной деятельности, стремление к взаимопониманию и взаимопомощи, активное участие в школьном самоуправлении;

готовность к участию в гуманитарной деятельности (волонтерство, помощь людям, нуждающимся в ней).

Патриотического воспитания:

осознание российской гражданской идентичности в поликультурном и многоконфессиональном обществе, проявление интереса к познанию родного языка, истории, культуры Российской Федерации, своего края, народов России;

ценностное отношение к достижениям своей Родины – России, к науке, искусству, спорту, технологиям, боевым подвигам и трудовым достижениям народа;

уважение к символам России, государственным праздникам, историческому и природному наследию и памятникам, традициям разных народов, проживающих в родной стране.

Духовно-нравственного воспитания:

ориентация на моральные ценности и нормы в ситуациях нравственного выбора;

готовность оценивать своё поведение и поступки, поведение и поступки других людей с позиции нравственных и правовых норм с учётом осознания последствий поступков;

активное неприятие асоциальных поступков, свобода и ответственность личности в условиях индивидуального и общественного пространства.

Эстетического воспитания:

восприимчивость к разным видам искусства, традициям и творчеству своего и других народов, понимание эмоционального воздействия искусства; осознание важности художественной культуры как средства коммуникации и самовыражения;

понимание ценности отечественного и мирового искусства, роли этнических культурных традиций и народного творчества;

стремление к самовыражению в разных видах искусства.

Физического воспитания, формирования культуры здоровья и эмоционального благополучия:

осознание ценности жизни;

ответственное отношение к своему здоровью и установка на здоровый образ жизни (здоровое питание, соблюдение гигиенических правил, сбалансированный режим занятий и отдыха, регулярная физическая активность);

осознание последствий и неприятие вредных привычек (употребление алкоголя, наркотиков, курение) и иных форм вреда для физического и психического здоровья;

соблюдение правил безопасности, в том числе навыков безопасного поведения в интернет-среде;

способность адаптироваться к стрессовым ситуациям и меняющимся социальным, информационным и природным усло-

виям, в том числе осмысляя собственный опыт и выстраивая дальнейшие цели;

умение принимать себя и других, не осуждая;

умение осознавать эмоциональное состояние себя и других, умение управлять собственным эмоциональным состоянием;

сформированность навыка рефлексии, признание своего права на ошибку и такого же права другого человека.

Трудового воспитания:

установка на активное участие в решении практических задач (в рамках семьи, Организации, города, края) технологической и социальной направленности, способность инициировать, планировать и самостоятельно выполнять такого рода деятельность;

интерес к практическому изучению профессий и труда различного рода, в том числе на основе применения изучаемого предметного знания;

осознание важности обучения на протяжении всей жизни для успешной профессиональной деятельности и развитие необходимых умений для этого;

готовность адаптироваться в профессиональной среде;

уважение к труду и результатам трудовой деятельности;

осознанный выбор и построение индивидуальной траектории образования и жизненных планов с учётом личных и общественных интересов и потребностей.

Экологического воспитания:

ориентация на применение знаний из социальных и естественных наук для решения задач в области окружающей среды, планирования поступков и оценки их возможных последствий для окружающей среды;

повышение уровня экологической культуры, осознание глобального характера экологических проблем и путей их решения;

активное неприятие действий, приносящих вред окружающей среде;

осознание своей роли как гражданина и потребителя в условиях взаимосвязи природной, технологической и социальной сред;

готовность к участию в практической деятельности экологической направленности.

Ценности научного познания:

ориентация в деятельности на современную систему научных представлений об основных закономерностях развития челове-

ка, природы и общества, взаимосвязях человека с природной и социальной средой;

овладение языковой и читательской культурой как средством познания мира;

овладение основными навыками исследовательской деятельности, установка на осмысление опыта, наблюдений, поступков и стремление совершенствовать пути достижения индивидуального и коллективного благополучия.

Личностные результаты, обеспечивающие адаптацию обучающегося к изменяющимся условиям социальной и природной среды, включают:

освоение обучающимися социального опыта, основных социальных ролей, соответствующих ведущей деятельности возраста, норм и правил общественного поведения, форм социальной жизни в группах и сообществах, включая семью, группы, сформированные по профессиональной деятельности, а также в рамках социального взаимодействия с людьми из другой культурной среды;

способность обучающихся взаимодействовать в условиях неопределённости, открытость опыту и знаниям других;

способность действовать в условиях неопределённости, повышать уровень своей компетентности через практическую деятельность, в том числе умение учиться у других людей, осознавать в совместной деятельности новые знания, навыки и компетенции из опыта других;

навык выявления и связывания образов, способность формирования новых знаний, в том числе способность формулировать идеи, понятия, гипотезы об объектах и явлениях, в том числе ранее не известных, осознавать дефицит собственных знаний и компетентностей, планировать своё развитие;

умение распознавать конкретные примеры понятия по характерным признакам, выполнять операции в соответствии с определением и простейшими свойствами понятия, конкретизировать понятие примерами, использовать понятие и его свойства при решении задач (далее — оперировать понятиями), а также оперировать терминами и представлениями в области концепции устойчивого развития;

умение анализировать и выявлять взаимосвязи природы, общества и экономики;

умение оценивать свои действия с учётом влияния на окружающую среду, достижений целей и преодоления вызовов, возможных глобальных последствий;

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 (свой, родственников и друзей) на английском языке (в анкете, формуляре);
- *обладать базовыми знаниями* о социокультурном портрете родной страны и страны/стран изучаемого языка;
- *кратко представлять* Россию и страны/стран изучаемого языка;

6) *владеть* компенсаторными умениями: использовать при чтении и аудировании языковую догадку, в том числе контекстуальную; игнорировать информацию, не являющуюся необходимой для понимания основного содержания прочитанного/прослушанного текста или для нахождения в тексте запрашиваемой информации;

7) участвовать в несложных учебных проектах с использованием материалов на английском языке с применением ИКТ, соблюдая правила информационной безопасности при работе в сети Интернет;

8) использовать иноязычные словари и справочники, в том числе информационно-справочные системы в электронной форме.

6 класс

1) владеть основными видами речевой деятельности:

говорение: *вести разные виды диалогов* (диалог этикетного характера, диалог — побуждение к действию, диалог-расспрос) в рамках отобранного тематического содержания речи в стандартных ситуациях неофициального общения с вербальными и/или со зрительными опорами, с соблюдением норм речевого этикета, принятого в стране/странах изучаемого языка (до 5 реплик со стороны каждого собеседника);

создавать разные виды монологических высказываний (описание, в том числе характеристика; повествование/сообщение) с вербальными и/или зрительными опорами в рамках тематического содержания речи (объём монологического высказывания — 7—8 фраз); *излагать* основное содержание прочитанного текста с вербальными и/или зрительными опорами (объём — 7—8 фраз); *кратко излагать* результаты выполненной проектной работы (объём — 7—8 фраз);

аудирование: *воспринимать на слух и понимать* несложные адаптированные аутентичные тексты, содержащие отдельные незнакомые слова, со зрительными опорами или без опоры в зависимости от поставленной коммуникативной задачи: с пони-

манием основного содержания, с пониманием запрашиваемой информации (время звучания текста/текстов для аудирования — до 1,5 минут);

смысловое чтение: *читать про себя и понимать* несложные адаптированные аутентичные тексты, содержащие отдельные незнакомые слова, с различной глубиной проникновения в их содержание в зависимости от поставленной коммуникативной задачи: с пониманием основного содержания, с пониманием запрашиваемой информации (объём текста/текстов для чтения — 250—300 слов); *читать про себя* несплошные тексты (таблицы) и *понимать* представленную в них информацию; *определять* тему текста по заголовку;

письменная речь: *заполнять* анкеты и формуляры в соответствии с нормами речевого этикета, принятыми в стране/странах изучаемого языка, с указанием личной информации; *писать* электронное сообщение личного характера, соблюдая речевой этикет, принятый в стране/странах изучаемого языка (объём сообщения — до 70 слов); *создавать* небольшое письменное высказывание с опорой на образец, план, ключевые слова, картинку (объём высказывания — до 70 слов);

2) владеть **фонетическими навыками:** *различать на слух и адекватно*, без ошибок, ведущих к сбою коммуникации, *произносить* слова с правильным ударением и фразы с соблюдением их ритмико-интонационных особенностей, в том числе *применять правила* отсутствия фразового ударения на служебных словах; *выразительно читать вслух* небольшие адаптированные аутентичные тексты объёмом до 95 слов, построенные на изученном языковом материале, с соблюдением правил чтения и соответствующей интонацией, демонстрируя понимание содержания текста; *читать* новые слова согласно основным правилам чтения;

владеть орфографическими навыками: *правильно писать* изученные слова;

владеть пунктуационными навыками: *использовать* точку, вопросительный и восклицательный знаки в конце предложения, запятую при перечислении и обращении, апостроф; *пунктуационно правильно оформлять* электронное сообщение личного характера;

3) *распознавать* в звучащем и письменном тексте 800 лексических единиц (слов, словосочетаний, речевых клише) и *правильно употреблять* в устной и письменной речи 750 лексических единиц (включая 650 лексических единиц, освоенных ра-

нее), обслуживающих ситуации общения в рамках тематического содержания, с соблюдением существующей нормы лексической сочетаемости;

распознавать и употреблять в устной и письменной речи родственные слова, образованные с использованием аффиксации: имена существительные с помощью суффикса -ing; имена прилагательные с помощью суффиксов -ing, -less, -ive, -al;

распознавать и употреблять в устной и письменной речи изученные синонимы, антонимы и интернациональные слова;

распознавать и употреблять в устной и письменной речи различные средства связи для обеспечения целостности высказывания;

4) *знать и понимать* особенности структуры простых и сложных предложений английского языка; различных коммуникативных типов предложений английского языка;

распознавать в письменном и звучащем тексте и *употреблять* в устной и письменной речи:

- сложноподчинённые предложения с придаточными определительными с союзными словами who, which, that;
- сложноподчинённые предложения с придаточными времени с союзами for, since;
- предложения с конструкциями as ... as, not so ... as;
- глаголы в видо-временных формах действительного залога в изъявительном наклонении в Present/Past Continuous Tense;
- все типы вопросительных предложений (общий, специальный, альтернативный, разделительный вопросы) в Present/Past Continuous Tense;
- модальные глаголы и их эквиваленты (can/be able to, must/have to, may, should, need);
- слова, выражающие количество (little/a little, few/a few);
- возвратные, неопределённые местоимения some, any и их производные (somebody, anybody; something, anything, etc.) every и производные (everybody, everything, etc.) в повествовательных (утвердительных и отрицательных) и вопросительных предложениях;
- числительные для обозначения дат и больших чисел (100—1000);

5) *владеть* социокультурными знаниями и умениями:

- *использовать* отдельные социокультурные элементы речевого поведенческого этикета в стране/странах изучаемого языка в рамках тематического содержания речи;

- *знать/понимать и использовать* в устной и письменной речи наиболее употребительную лексику, обозначающую реалии страны/стран изучаемого языка в рамках тематического содержания речи;
- *обладать базовыми знаниями* о социокультурном портрете родной страны и страны/стран изучаемого языка;
- *кратко представлять* Россию и страну/страны изучаемого языка;

6) *владеть* компенсаторными умениями: *использовать* при чтении и аудировании языковую догадку, в том числе контекстуальную; игнорировать информацию, не являющуюся необходимой для понимания основного содержания прочитанного/прослушанного текста или для нахождения в тексте запрашиваемой информации;

7) *участвовать* в несложных учебных проектах с использованием материалов на английском языке с применением ИКТ, соблюдая правила информационной безопасности при работе в сети Интернет;

8) *использовать* иноязычные словари и справочники, в том числе информационно-справочные системы в электронной форме;

9) *достигать* взаимопонимания в процессе устного и письменного общения с носителями иностранного языка, с людьми другой культуры;

10) *сравнивать* (в том числе устанавливать основания для сравнения) объекты, явления, процессы, их элементы и основные функции в рамках изученной тематики.

7 класс

1) *владеть* основными видами речевой деятельности:

говорение: *вести разные виды диалогов* (диалог этикетного характера, диалог — побуждение к действию, диалог-расспрос; комбинированный диалог, включающий различные виды диалогов) в рамках тематического содержания речи в стандартных ситуациях неофициального общения с вербальными и/или зрительными опорами, с соблюдением норм речевого этикета, принятого в стране/странах изучаемого языка (до 6 реплик со стороны каждого собеседника);

создавать разные виды монологических высказываний (описание, в том числе характеристика; повествование/сообщение) с вербальными и/или зрительными опорами в рамках тематического содержания речи (объём монологического высказыва-

ния — 8—9 фраз); *излагать* основное содержание прочитанного/прослушанного текста с вербальными и/или зрительными опорами (объём — 8—9 фраз); *кратко излагать* результаты выполненной проектной работы (объём — 8—9 фраз);

аудирование: *воспринимать на слух и понимать* несложные аутентичные тексты, содержащие отдельные незнакомые слова, в зависимости от поставленной коммуникативной задачи: с пониманием основного содержания, с пониманием запрашиваемой информации (время звучания текста/текстов для аудирования — до 1,5 минут);

смысловое чтение: *читать про себя и понимать* несложные аутентичные тексты, содержащие отдельные незнакомые слова, с различной глубиной проникновения в их содержание в зависимости от поставленной коммуникативной задачи: с пониманием основного содержания, с пониманием нужной/запрашиваемой информации, с полным пониманием информации, представленной в тексте в эксплицитной/явной форме (объём текста/текстов для чтения — до 350 слов); *читать про себя* несплошные тексты (таблицы, диаграммы) и *понимать* представленную в них информацию; *определять* последовательность главных фактов/событий в тексте;

письменная речь: *заполнять* анкеты и формуляры с указанием личной информации; *писать* электронное сообщение личного характера, соблюдая речевой этикет, принятый в стране/странах изучаемого языка (объём сообщения — до 90 слов); *создавать* небольшое письменное высказывание с опорой на образец, план, ключевые слова, таблицу (объём высказывания — до 90 слов);

2) **владеть фонетическими** навыками: *различать на слух* и адекватно, без ошибок, ведущих к сбою коммуникации, *произносить* слова с правильным ударением и фразы с соблюдением их ритмико-интонационных особенностей, в том числе применять правила отсутствия фразового ударения на служебных словах; *выразительно читать вслух* небольшие аутентичные тексты объёмом до 100 слов, построенные на изученном языковом материале, с соблюдением правил чтения и соответствующей интонацией; *читать* новые слова согласно основным правилам чтения;

владеть орфографическими навыками: *правильно писать* изученные слова;

владеть пунктуационными навыками: *использовать* точку, вопросительный и восклицательный знаки в конце предложе-

ния, запятую при перечислении и обращении, апостроф; пунктуационно правильно *оформлять* электронное сообщение личного характера;

3) *распознавать* в звучащем и письменном тексте 1000 лексических единиц (слов, словосочетаний, речевых клише) и правильно *употреблять* в устной и письменной речи 900 лексических единиц, обслуживающих ситуации общения в рамках тематического содержания, с соблюдением существующей нормы лексической сочетаемости;

распознавать и употреблять в устной и письменной речи родственные слова, образованные с использованием аффиксации: имена существительные с помощью суффиксов -ness, -ment; имена прилагательные с помощью суффиксов -ous, -ly, -y; имена прилагательные и наречия с помощью отрицательных префиксов in-/im-; сложные имена прилагательные путем соединения основы прилагательного с основой существительного с добавлением суффикса -ed (blue-eyed);

распознавать и употреблять в устной и письменной речи изученные синонимы, антонимы, многозначные слова, интернациональные слова; наиболее частотные фразовые глаголы;

распознавать и употреблять в устной и письменной речи различные средства связи в тексте для обеспечения логичности и целостности высказывания;

4) *знать и понимать* особенности структуры простых и сложных предложений и различных коммуникативных типов предложений английского языка;

распознавать в письменном и звучащем тексте и *употреблять* в устной и письменной речи:

- предложения со сложным дополнением (Complex Object);
- условные предложения реального (Conditional 0, Conditional I) характера;
- предложения с конструкцией to be going to + инфинитив и формы Future Simple Tense и Present Continuous Tense для выражения будущего действия;
- конструкцию used to + инфинитив глагола;
- глаголы в наиболее употребительных формах страдательного залога (Present/Past Simple Passive);
- предлоги, употребляемые с глаголами в страдательном залоге;
- модальный глагол might;
- наречия, совпадающие по форме с прилагательными (fast, high; early);

- местоимения *other/another, both, all, one*;
- количественные числительные для обозначения больших чисел (до 1 000 000);

5) *владеть* социокультурными знаниями и умениями:

использовать отдельные социокультурные элементы речевого поведенческого этикета, принятые в стране/странах изучаемого языка в рамках тематического содержания;

знать/понимать и использовать в устной и письменной речи наиболее употребительную тематическую фоновую лексику и реалии страны/стран изучаемого языка в рамках тематического содержания речи;

обладать базовыми знаниями о социокультурном портрете и культурном наследии родной страны и страны/стран изучаемого языка;

кратко представлять Россию и страну/страны изучаемого языка;

6) *владеть* компенсаторными умениями: использовать при чтении и аудировании языковую догадку, в том числе контекстуальную; при непосредственном общении — переспрашивать, просить повторить, уточняя значение незнакомых слов; игнорировать информацию, не являющуюся необходимой для понимания основного содержания прочитанного/прослушанного текста или для нахождения в тексте запрашиваемой информации;

7) *участвовать* в несложных учебных проектах с использованием материалов на английском языке с применением ИКТ, соблюдая правила информационной безопасности при работе в сети Интернет;

8) *использовать* иноязычные словари и справочники, в том числе информационно-справочные системы в электронной форме;

9) *достигать* взаимопонимания в процессе устного и письменного общения с носителями иностранного языка, с людьми другой культуры;

10) *сравнивать* (в том числе устанавливать основания для сравнения) объекты, явления, процессы, их элементы и основные функции в рамках изученной тематики.

8 класс

1) *владеть* основными видами речевой деятельности:

говорение: *вести разные виды диалогов* (диалог этикетного характера, диалог — побуждение к действию, диалог-расспрос;

комбинированный диалог, включающий различные виды диалогов) в рамках тематического содержания речи в стандартных ситуациях неофициального общения с вербальными и/или зрительными опорами, с соблюдением норм речевого этикета, принятого в стране/странах изучаемого языка (до 7 реплик со стороны каждого собеседника);

создавать разные виды монологических высказываний (описание, в том числе характеристика; повествование/сообщение) с вербальными и/или зрительными опорами в рамках тематического содержания речи (объём монологического высказывания — до 9—10 фраз); *выражать и кратко аргументировать* своё мнение, *излагать* основное содержание прочитанного/прослушанного текста с вербальными и/или зрительными опорами (объём — 9—10 фраз); *излагать* результаты выполненной проектной работы (объём — 9—10 фраз);

аудирование: *воспринимать на слух и понимать* несложные аутентичные тексты, содержащие отдельные неизученные языковые явления, в зависимости от поставленной коммуникативной задачи: с пониманием основного содержания, с пониманием нужной/интересующей/запрашиваемой информации (время звучания текста/текстов для аудирования — до 2 минут); *прогнозировать* содержание звучащего текста по началу сообщения;

смысловое чтение: *читать про себя и понимать* несложные аутентичные тексты, содержащие отдельные неизученные языковые явления, с различной глубиной проникновения в их содержание в зависимости от поставленной коммуникативной задачи: с пониманием основного содержания, с пониманием нужной/интересующей/запрашиваемой информации, с полным пониманием содержания (объём текста/текстов для чтения — 350—500 слов); *читать несплошные тексты* (таблицы, диаграммы) и *понимать* представленную в них информацию; *определять* последовательность главных фактов/событий в тексте;

письменная речь: *заполнять* анкеты и формуляры, сообщая о себе основные сведения, в соответствии с нормами, принятыми в стране/странах изучаемого языка; *писать* электронное сообщение личного характера, соблюдая речевой этикет, принятый в стране/странах изучаемого языка (объём сообщения — до 110 слов); *создавать* небольшое письменное высказывание с опорой на образец, план, таблицу и/или прочитанный/прослушанный текст (объём высказывания — до 110 слов);

2) *владеть фонетическими* навыками: различать на слух и адекватно, без ошибок, ведущих к сбою коммуникации, произносить слова с правильным ударением и фразы с соблюдением их ритмико-интонационных особенностей, в том числе применять правила отсутствия фразового ударения на служебных словах; владеть правилами чтения и выразительно читать вслух небольшие тексты объёмом до 110 слов, построенные на изученном языковом материале, с соблюдением правил чтения и соответствующей интонацией, демонстрирующей понимание текста; читать новые слова согласно основным правилам чтения;

владеть орфографическими навыками: правильно писать изученные слова;

владеть пунктуационными навыками: использовать точку, вопросительный и восклицательный знаки в конце предложения, запятую при перечислении и обращении, апостроф; пунктуационно правильно оформлять электронное сообщение личного характера;

3) *распознавать* в звучащем и письменном тексте 1250 лексических единиц (слов, словосочетаний, речевых клише) и правильно *употреблять* в устной и письменной речи 1050 лексических единиц, обслуживающих ситуации общения в рамках тематического содержания, с соблюдением существующих норм лексической сочетаемости;

распознавать и употреблять в устной и письменной речи родственные слова, образованные с использованием аффиксации: имена существительные с помощью суффиксов -ity, -ship, -ance/-ence; имена прилагательные с помощью префикса inter-;

распознавать и употреблять в устной и письменной речи родственные слова, образованные с помощью конверсии (имя существительное от неопределённой формы глагола (to walk — a walk), глагол от имени существительного (a present — to present), имя существительное от прилагательного (rich — the rich);

распознавать и употреблять в устной и письменной речи изученные многозначные слова, синонимы, антонимы; наиболее частотные фразовые глаголы; сокращения и аббревиатуры;

распознавать и употреблять в устной и письменной речи различные средства связи в тексте для обеспечения логичности и целостности высказывания;

4) *знать и понимать* особенностей структуры простых и сложных предложений английского языка; различных коммуникативных типов предложений английского языка;

распознавать в письменном и звучащем тексте и *использовать* в устной и письменной речи:

- предложения со сложным дополнением (Complex Object);
- все типы вопросительных предложений в Past Perfect Tense;
- повествовательные (утвердительные и отрицательные), вопросительные и побудительные предложения в косвенной речи в настоящем и прошедшем времени;
- согласование времён в рамках сложного предложения;
- согласование подлежащего, выраженного собирательным существительным (family, police), со сказуемым;
- конструкции с глаголами на -ing: to love/hate doing something;
- конструкции, содержащие глаголы-связки to be/to look/to feel/to seem;
- конструкции be/get used to do something; be/get used doing something;
- конструкцию both ... and ...;
- конструкции с глаголами to stop, to remember, to forget (пазница в значении to stop doing smth и to stop to do smth);
- глаголы в видо-временных формах действительного залога в изъявительном наклонении (Past Perfect Tense; Present Perfect Continuous Tense, Future-in-the-Past);
- модальные глаголы в косвенной речи в настоящем и прошедшем времени;
- неличные формы глагола (инфинитив, герундий, причастия настоящего и прошедшего времени);
- наречия too — enough;
- отрицательные местоимения no (и его производные nobody, nothing, etc.), none.

5) *владеть* социокультурными знаниями и умениями:

осуществлять межличностное и межкультурное общение, используя знания о национально-культурных особенностях своей страны и страны/стран изучаемого языка и освоив основные социокультурные элементы речевого поведенческого этикета в стране/странах изучаемого языка в рамках тематического содержания речи;

кратко представлять родную страну/малую родину и страну/страны изучаемого языка (культурные явления и события; достопримечательности, выдающиеся люди);

оказывать помощь зарубежным гостям в ситуациях повседневного общения (*объяснить* местонахождение объекта, сообщить возможный маршрут и т. д.);

6) *владеть* компенсаторными умениями: использовать при чтении и аудировании языковую, в том числе контекстуальную, догадку; при непосредственном общении — переспрашивать, просить повторить, уточняя значение незнакомых слов; игнорировать информацию, не являющуюся необходимой для понимания основного содержания прочитанного/прослушанного текста или для нахождения в тексте запрашиваемой информации;

7) *понимать* речевые различия в ситуациях официального и неофициального общения в рамках отобранного тематического содержания и использовать лексико-грамматические средства с их учётом;

8) уметь *рассматривать* несколько вариантов решения коммуникативной задачи в продуктивных видах речевой деятельности (говорении и письменной речи);

9) *участвовать* в несложных учебных проектах с использованием материалов на английском языке с применением ИКТ, соблюдая правила информационной безопасности при работе в сети Интернет;

10) *использовать* иноязычные словари и справочники, в том числе информационно-справочные системы в электронной форме;

11) *достигать* взаимопонимания в процессе устного и письменного общения с носителями иностранного языка, людьми другой культуры;

12) *сравнивать* (в том числе устанавливать основания для сравнения) объекты, явления, процессы, их элементы и основные функции в рамках изученной тематики.

9 класс

1) *владеть* основными видами речевой деятельности:

говорение: *вести* комбинированный диалог, включающий различные виды диалогов (диалог этикетного характера, диалог — побуждение к действию, диалог-расспрос); диалог — обмен мнениями в рамках тематического содержания речи в стандартных ситуациях неофициального общения с вербальными и/или зрительными опорами или без опор, с соблюдением норм речевого этикета, принятого в стране/странах изучаемого языка (до 6—8 реплик со стороны каждого собеседника);

создавать разные виды монологических высказываний (описание, в том числе характеристика; повествование/сообщение, рассуждение) с вербальными и/или зрительными опорами или без опор в рамках тематического содержания речи (объём монологического высказывания — до 10—12 фраз); *излагать* основное содержание прочитанного/прослушанного текста со зрительными и/или вербальными опорами (объём — 10—12 фраз); *излагать* результаты выполненной проектной работы; (объём — 10—12 фраз);

аудирование: *воспринимать на слух и понимать* несложные аутентичные тексты, содержащие отдельные неизученные языковые явления, в зависимости от поставленной коммуникативной задачи: с пониманием основного содержания, с пониманием нужной/интересующей/запрашиваемой информации (время звучания текста/текстов для аудирования — до 2 минут);

смысловое чтение: *читать про себя и понимать* несложные аутентичные тексты, содержащие отдельные неизученные языковые явления, с различной глубиной проникновения в их содержание в зависимости от поставленной коммуникативной задачи: с пониманием основного содержания, с пониманием нужной/интересующей/запрашиваемой информации, с полным пониманием содержания (объём текста/текстов для чтения — 500—600 слов); *читать про себя* несплошные тексты (таблицы, диаграммы) и *понимать* представленную в них информацию; *обобщать* и *оценивать* полученную при чтении информацию;

письменная речь: *заполнять* анкеты и формуляры, сообщая о себе основные сведения, в соответствии с нормами, принятыми в стране/странах изучаемого языка; *писать* электронное сообщение личного характера, соблюдая речевой этикет, принятый в стране/странах изучаемого языка (объём сообщения — до 120 слов); *создавать* небольшое письменное высказывание с опорой на образец, план, таблицу, прочитанный/прослушанный текст (объём высказывания — до 120 слов); *заполнять* таблицу, кратко фиксируя содержание прочитанного/прослушанного текста; *письменно представлять* результаты выполненной проектной работы (объём — 100—120 слов);

2) владеть **фонетическими** навыками: *различать на слух* и адекватно, без ошибок, ведущих к сбою коммуникации, *произносить* слова с правильным ударением и фразы с соблюдением их ритмико-интонационных особенностей, в том числе *при-*

менять правила отсутствия фразового ударения на служебных словах; *владеть* правилами чтения и выразительно *читать вслух* небольшие тексты объёмом до 120 слов, построенные на изученном языковом материале, с соблюдением правил чтения и соответствующей интонацией, демонстрируя понимание содержания текста; *читать* новые слова согласно основным правилам чтения.

владеть орфографическими навыками: правильно *писать* изученные слова;

владеть пунктуационными навыками: *использовать* точку, вопросительный и восклицательный знаки в конце предложения, запятую при перечислении и обращении, апостроф; пунктуационно правильно *оформлять* электронное сообщение личного характера;

3) *распознавать* в звучащем и письменном тексте 1350 лексических единиц (слов, словосочетаний, речевых клише) и правильно *употреблять* в устной и письменной речи 1200 лексических единиц, обслуживающих ситуации общения в рамках тематического содержания, с соблюдением существующей нормы лексической сочетаемости;

распознавать и употреблять в устной и письменной речи родственные слова, образованные с использованием аффиксации: глаголы с помощью префиксов *under-, over-, dis-, mis-*; имена прилагательные с помощью суффиксов *-able/-ible*; имена существительные с помощью отрицательных префиксов *in-/im-*; сложное прилагательное путём соединения основы числительного с основой существительного с добавлением суффикса *-ed (eight-legged)*; сложное существительное путём соединения основ существительного с предлогом (*mother-in-law*); сложное прилагательное путём соединения основы прилагательного с основой причастия I (*nice-looking*); сложное прилагательное путём соединения наречия с основой причастия II (*well-behaved*); глагол от прилагательного (*cool — to cool*);

распознавать и употреблять в устной и письменной речи изученные синонимы, антонимы, интернациональные слова; наиболее частотные фразовые глаголы; сокращения и аббревиатуры;

распознавать и употреблять в устной и письменной речи различные средства связи в тексте для обеспечения логичности и целостности высказывания;

4) *знать и понимать* особенности структуры простых и сложных предложений и различных коммуникативных типов предложений английского языка;

распознавать в письменном и звучащем тексте и *употреблять* в устной и письменной речи:

- предложения со сложным дополнением (Complex Object) (I want to have my hair cut.);
- предложения с I wish;
- условные предложения нереального характера (Conditional II);
- конструкцию для выражения предпочтения I prefer .../I'd prefer .../I'd rather ...;
- предложения с конструкцией either ... or, neither ... nor;
- формы страдательного залога Present Perfect Passive;
- порядок следования имён прилагательных (nice long blond hair);

5) *владеть* социокультурными знаниями и умениями:

знать/понимать и *использовать* в устной и письменной речи наиболее употребительную тематическую фоновую лексику и реалии страны/стран изучаемого языка в рамках тематического содержания речи (основные национальные праздники, обычаи, традиции);

выражать модальные значения, чувства и эмоции;

иметь элементарные представления о различных вариантах английского языка;

обладать базовыми знаниями о социокультурном портрете и культурном наследии родной страны и страны/стран изучаемого языка; *уметь представлять* Россию и страну/страны изучаемого языка; *оказывать помощь* зарубежным гостям в ситуациях повседневного общения;

6) *владеть* компенсаторными умениями: использовать при говорении переспрос; использовать при говорении и письме перифраз/толкование, синонимические средства, описание предмета вместо его названия; при чтении и аудировании — языковую догадку, в том числе контекстуальную; игнорировать информацию, не являющуюся необходимой для понимания основного содержания прочитанного/прослушанного текста или для нахождения в тексте запрашиваемой информации;

7) *уметь рассматривать* несколько вариантов решения коммуникативной задачи в продуктивных видах речевой деятельности (говорении и письменной речи);

8) *участвовать* в несложных учебных проектах с использованием материалов на английском языке с применением ИКТ, соблюдая правила информационной безопасности при работе в сети Интернет;

9) *использовать* иноязычные словари и справочники, в том числе информационно-справочные системы в электронной форме;

10) *достигать взаимопонимания* в процессе устного и письменного общения с носителями иностранного языка, людьми другой культуры;

11) *сравнивать* (в том числе устанавливать основания для сравнения) объекты, явления, процессы, их элементы и основные функции в рамках изученной тематики.

ТЕМАТИЧЕСКОЕ ПЛАНИРОВАНИЕ

Количество учебных часов на тему (раздел «Тематическое содержание речи») обозначено условно и может варьироваться по усмотрению учителя, при условии, что общее количество часов сохраняется. Время, формируемое участниками образовательных отношений может быть использовано для организации самостоятельной работы (включая работу с цифровыми образовательными ресурсами), для подготовки учебных проектов, проведения промежуточного и итогового контроля и т. д.

Набор тем общения, указанных в «Тематическом содержании речи» обязателен, однако их последовательность может варьироваться.

5 класс (102 часа)

№	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.	Диалогическая речь Начинать, поддерживать и заканчивать разговор, в том числе по телефону; поздравлять с праздником и вежливо реагировать на поздравление; выражать благодарность. Обращаться с просьбой, вежливо соглашаться/не соглашаться выполнить просьбу; приглашать собеседника к совместной деятельности, вежливо соглашаться/не соглашаться на предложение собеседника. Сообщать фактическую информацию, отвечая на вопросы разных видов; запрашивать интересующую информацию.

	<p>Образование имён прилагательных, имён существительных и наречий при помощи отрицательного префикса un-.</p> <p>Предложения с несколькими обстоятельствами, следующими в определённом порядке.</p> <p>Вопросительные предложения: альтернативный и разделительный вопросы в Present/Past/Future Simple Tense.</p> <p>Глаголы в видо-временных формах действительного залога в изъявительном наклонении в Present Perfect Tense в повествовательных (утвердительных и отрицательных) и вопросительных предложениях.</p> <p>Имена существительные, имеющие форму только множественного числа.</p> <p>Имена существительные с причастиями настоящего и прошедшего времени.</p> <p>Наречия в положительной, сравнительной и превосходной степенях, образо-</p>	<p><i>Составлять диалог в соответствии с поставленной коммуникативной задачей с опорой на образцы; на ключевые слова, речевые ситуации и/или иллюстрации, фотографии.</i></p> <p>Монологическая речь</p> <p>Высказываться о фактах, событиях, используя основные типы речи (описание/характеристика, повествование) с опорой на ключевые слова, план, вопросы и/или иллюстрации, фотографии.</p> <p><i>Описывать объект, человека/литературного персонажа по определённой схеме.</i></p> <p>Передавать содержание прочитанного текста с опорой на вопросы, план, ключевые слова и/или иллюстрации, фотографии.</p> <p>Кратко излагать результаты выполненной проектной работы.</p> <p><i>Работать индивидуально и в группе при выполнении проектной работы.</i></p> <p>Аудирование</p> <p>Понимать речь учителя по ведению урока.</p> <p>Распознавать на слух и понимать связанное высказывание учителя, одноклассника, построенное на знакомом языковом материале.</p> <p>Вербально/невербально реагировать на услышанное.</p> <p>Воспринимать на слух и понимать основное содержание несложных аутентичных текстов, содержащие отдельные неизвестные слова.</p> <p><i>Определять тему прослушанного текста.</i></p> <p>Воспринимать на слух и понимать запрашиваемую информацию, представленную в явном виде, в несложных аутентичных текстах, содержащих отдель-</p>
2	<p>Внешность и характер человека/литературного персонажа. (7 часов)</p>	
3	<p>Досуг и увлечения/хобби современного подростка (чтение, кино, спорт).</p>	

№	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>
	(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. Смысловое чтение 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> 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> Догадываться о значении незнакомых слов по сходству с русским языком, по словообразовательным
4	Здоровый образ жизни: режим труда и отдыха. Здоровое питание (10 часов)		
5	Покупки: одежда, обувь и продукты питания (7 часов)		
6	Школа, школьная жизнь, школьная форма, изучаемые предметы. Переписка с зарубежными сверстниками (15 часов)		

7	Каникулы в различное время года. Виды отдыха (7 часов)	элементам, по контексту. Понимать интернациональные слова в контексте. Игнорировать незнакомые слова, не мешающие понимать основное содержание текста. <i>Пользоваться сносками и лингвострановедческим справочником.</i> <i>Находить значение отдельных незнакомых слов в двуязычном словаре учебника.</i> Читать про себя и понимать запрашиваемую информацию, представленную в сплошных текстах (таблице). <i>Работать с информацией, представленной в разных форматах (текст, рисунок, таблица).</i> Письменная речь Списывать текст и выписывать из него слова, словосочетания, предложения в соответствии с решаемой коммуникативной задачей; Восстанавливать предложение, текст в соответствии с решаемой учебной задачей. Писать поздравления с праздниками (с Новым годом, Рождеством, днём рождения) с выражением пожеланий; Заполнять анкеты и формуляры: сообщать о себе основные сведения (имя, фамилия, возраст, страна проживания, любимое занятие и т. д.). Писать электронное сообщение личного характера: сообщать краткие сведения о себе и запрашивать аналогичную информацию о друге по переписке; выражать благодарность.
8	Природа: дикие и домашние животные. Погода (10 часов)	<i>Фиксировать нужную информацию.</i>
9	Родной город/ село. Транспорт (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>Фонетическая сторона речи</p> <p>Различать на слух и адекватно произносить все звуки английского языка, соблюдая нормы произнесения звуков. Соблюдать правильное ударение в изолированном слове, фразе.</p> <p>Соблюдать правило отсутствия ударения на служебных словах (артиклах, союзах, предлогах).</p> <p>Различать коммуникативный тип предложения по его интонации.</p> <p>Членить предложение на смысловые группы</p> <p>Орфография и пунктуация</p> <p>Правильно писать изученные слова.</p> <p>Вставлять пропущенные буквы в слове.</p> <p>Правильно расставлять знаки препинания: запятую при перечислении и обращения; апостроф (в сокращенных формах глаголов (глагола-связки, вспомогательного и модального); в притяжательном падеже имен существительных /<i>Possessive Case</i>).</p> <p>Правильно ставить знаки препинания в конце предложения: точку в конце повествовательного предложения, вопросительный знак в конце вопросительного предложения, восклицательный знак в конце восклицательного предложения. Расставлять в электронном сообщении личного характера знаки препинания,</p>

		<p>диктуемые его форматом, в соответствии с нормами, принятыми в стране/странах изучаемого языка.</p> <p>Лексическая сторона речи</p> <p>Узнавать в устном и письменном тексте и употреблять в речи изученные лексические единицы (слова, словосочетания, речевые клише); интернациональные слова, синонимы.</p> <p>Узнавать простые словообразовательные элементы (суффиксы, префиксы).</p> <p>Группировать слова по их тематической принадлежности.</p> <p>Опираясь на языковую догадку в процессе чтения и аудирования (интернациональные слова, слова, образованные путем аффиксации).</p> <p>Грамматическая сторона речи</p> <p>Воспроизводить основные коммуникативные типы предложений. Соблюдать порядок слов в предложении.</p> <p>Использовать в речи предложения с простым глагольным, составным именным и составным глагольным сказуемыми.</p> <p>Распознавать и употреблять в устной и письменной речи изученные морфологические формы и синтаксические конструкции английского языка в рамках тематического содержания речи в соответствии с решаемой коммуникативной задачей (см. левую колонку таблицы).</p> <p><i>Распознавать в письменном тексте и дифференцировать слова по определённым признакам (существительные, прилагательные, смысловые глаголы).</i></p>
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№	Программная тема, число часов на её изучение (Тематика общения)	Языковой (лексико-грамматический) материал	Характеристика деятельности (учебной, познавательной, речевой) <i>Курсивом выделены универсальные учебные действия</i>
			<p>Социокультурные знания и умения</p> <p>Использовать отдельные социокультурные элементы речевого поведенческого этикета в стране/странах изучаемого языка в отобранных ситуациях общения («В семье», «В школе», «На улице»).</p> <p>Понимать и использовать в устной и письменной речи наиболее употребительную тематическую фоновую лексику и реалии в рамках отобранного тематического содержания.</p> <p>Владеть базовыми знаниями о социокультурном портрете родной страны и страны/стран изучаемого языка.</p> <p>Правильно оформлять свой адрес на английском языке (в анкете, в формуляре).</p> <p>Кратко представлять Россию; некоторые культурные явления родной страны и страны/стран изучаемого языка.</p> <p><i>Находить сходство и различие в традициях родной страны и страны/стран изучаемого языка.</i></p> <p><i>Систематизировать и анализировать полученную информацию.</i></p>

6 класс (102 часа)

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1	Взаимоотношения в семье и с друзьями. Семейные праздники (10 часов)	<p>Изученные лексические единицы (слова, словосочетания, реплики-клише). Изученные синонимы, антонимы и интернациональные слова.</p> <p>Имена существительные образованные при помощи суффикса -ing.</p> <p>Имена прилагательные, образованные при помощи суффиксов -al, -ing, -less, -ive.</p> <p>Сложноподчинённые предложения с придаточными определительными с союзными словами who, which, that.</p> <p>Сложноподчинённые предложения с придаточными времени союзами for, since.</p> <p>Предложения с конструкциями as ... as, not so ... as.</p>	<p>Диалогическая речь Начинать, поддерживать и заканчивать разговор; вежливо переспрашивать; поздравлять с праздником, выражать пожелания и вежливо реагировать на пожелание; выражать благодарность.</p> <p>Обращаться с просьбой, вежливо соглашаться/не соглашаться выполнить просьбу; приглашать собеседника к совместной деятельности, вежливо соглашаться/не соглашаться на предложение собеседника, объясняя причину своего решения.</p> <p>Сообщать фактическую информацию, отвечая на вопросы разных видов; выражать своё отношение к обсуждаемым фактам и событиям; запрашивать интересующую информацию; переходить с позиции спрашивающего на позицию отвечающего и наоборот.</p> <p><i>Составлять диалог в соответствии с поставленной коммуникативной задачей/с опорой на образец, опорой на речевые ситуации, ключевые слова, и/или иллюстрации, фотографии.</i></p> <p>Монологическая речь Высказываться о фактах, событиях, используя основные типы речи (описание/характеристика, повествование) с опорой на ключевые слова, план, вопросы, таблицу и/или иллюстрации, фотографии.</p>

№	Программная тема, число часов на её изучение (Тематика общения)	Языковой (лексико-грамматический) материал	Характеристика деятельности (учебной, познавательной, речевой) Курсивом выделены универсальные учебные действия
		<p>Глаголы в видо-временных формах действительного залога в изъявительном наклонении в Past Continuous Tense.</p> <p>Все типы вопросительных предложений (общий, специальный, альтернативный, разделительный вопросы) в Past Continuous Tense.</p> <p>Модальные глаголы и их эквиваленты (can/be able to, must/have to, may, should, need).</p> <p>Слова, выражающие количество (little/a little, few/a few).</p> <p>Возвратные, неопределённые местоимения some, 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>Аудирование</p> <p>Понимать речь учителя по ведению урока.</p> <p>Распознавать на слух и понимать связное высказывание учителя, одноклассника, построенное на знакомом языковом материале и/или содержащее некоторые незнакомые слова.</p> <p>Использовать переспрос или просьбу для уточнения отдельных деталей.</p> <p>Вербально/невербально реагировать на услышанное.</p> <p>Воспринимать на слух и понимать основное содержание несложных аутентичных текстов, содержащих отдельные незнакомые слова.</p> <p><i>Определять тему, прослушанного текста. Выделять главные факты, опуская второстепенные.</i></p>
2	Внешность и характер человека/литературного персонажа (7 часов)		
3	Досуг и увлечения/хобби современного подростка (чтение, кино, театр, спорт) (10 часов)		

4	Здоровый образ жизни. Режим труда и отдыха, фитнес, сбалансированное питание (10 часов)	(everybody, everything, etc.) в повествовательных (утвердительных и отрицательных) и вопросительных предложениях. Числительные для обозначения дат и больших чисел (100—1000)	<p>Воспринимать на слух и понимать запрашиваемую информацию, представленную в явном виде, в сложных аутентичных текстах, содержащих отдельные незнакомые слова.</p> <p><i>Использовать языковую, в том числе контекстуальную, догадку при восприятии на слух текстов, содержащих незнакомые слова.</i></p> <p>Игнорировать незнакомые слова, не мешающие понимать содержание текста.</p> <p>Смысловое чтение</p> <p>Читать про себя и понимать основное содержание несложных адаптированных аутентичных текстов, содержащих отдельные незнакомые слова.</p> <p><i>Определять тему прочитанного текста. Прогнозировать содержание текста по заголовку/ началу текста.</i></p> <p>Читать про себя и находить в несложных адаптированных аутентичных текстах, содержащих отдельные незнакомые слова запрашиваемую информацию, представленную в явном и в неявном виде.</p> <p><i>Соотносить текст/части текста с иллюстрациями</i></p> <p><i>Осознавать цель чтения и выбирать в соответствии с ней нужный вид чтения (с пониманием основного содержания, с выборочным пониманием запрашиваемой информации).</i></p> <p><i>Использование внешних формальных элементов текста (подзаголовки, иллюстрации, сноски) для понимания основного содержания прочитанного текста.</i></p>
5	Покупки: одежда, обувь и продукты питания (8 часов)		
6	Школа. Школьная жизнь, школьная форма, изучаемые предметы, любимый предмет, правила поведения в школе. Переписка с зарубежными сверстниками (10 часов)		

АНГЛИЙСКИЙ ЯЗЫК. 5—9 классы

№	Программная тема, число часов на её изучение (Тематика общения)	Языковой (лексико-грамматический) материал	Характеристика деятельности (учебной, познавательной, речевой) <i>Курсивом выделены универсальные учебные действия</i>
7	Каникулы в различное время года. Виды отдыха (10 часов)		Догадываться о значении незнакомых слов по сходству с русским языком, по словообразовательным элементам, по контексту.
8	Природа: дикие и домашние животные. Климат, погода (7 часов)		Понимать интернациональные слова в контексте. Игнорировать 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>
9	Жизнь в городе/сельской местности. Описание родного города/села. Транспорт (10 часов)		Читать про себя и понимать запрашиваемую информацию, представленную в несплошных текстах (таблице, диаграмме). <i>Работать с информацией, представленной в разных формах (текст, рисунок, таблица).</i> Письменная речь Восстанавливать предложение, текст в соответствии с решаемой учебной/коммуникативной задачей. Заполнять анкеты и формуляры: сообщать о себе основные сведения.
10	Родная страна и страна/страны изучаемого языка. Их географическое		Писать электронное сообщение личного характера: сообщать краткие сведения о себе и запрашивать аналогичную информацию о друге по переписке; выражать благодарность, извинения.

		<p>Писать небольшое письменное высказывание с опорой на образец, план, иллюстрацию. <i>Фиксировать нужную информацию.</i> Фонетическая сторона речи Различать на слух и адекватно произносить все звуки английского языка, соблюдая нормы произнесения звуков. Соблюдать правильное ударение в изолированном слове, фразе. Соблюдать правило отсутствия ударения на служебных словах (артиклах, союзах, предлогах). <i>Сравнивать и анализировать буквосочетания английского языка и их транскрипцию.</i> Различать коммуникативный тип предложения по его интонации. Членить предложение на смысловые группы. Корректно произносить предложения с точки зрения их ритмико-интонационных особенностей (побудительное предложение; общий, специальный, альтернативный и разделительный вопросы). Соблюдать интонацию перечисления. Воспроизводить слова по транскрипции. Читать вслух небольшие аутентичные тексты, построенные на изученном языковом материале, с соблюдением правил чтения и соответствующей интонацией, демонстрируя понимание текста. Орфография и пунктуация Правильно писать изученные слова. Соотносить графический образ слова с его звуковым образом. Правильно составлять знаки препинания: запятую при перечислении и обращении; апостроф; точку,</p>
<p>положение, столицы, население; официальные языки; достопримечательности; культурные особенности (национальные праздники, традиции, обычаи) (10 часов)</p>		
<p>11</p> <p>Выдающиеся люди родной страны/ны и страны/стран изучаемого языка: учёные, писатели, поэты (10 часов)</p> <p>Итого: 102 часа</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 формой, в соответствии с нормами, принятыми в стране изучаемого языка.</p> <p>Лексическая сторона речи</p> <p>Узнавать в устном и письменном тексте и употреблять в речи изученные лексические единицы (слова, словосочетания, речевые клише); интернациональные слова, синонимы, антонимы в соответствии с ситуацией общения.</p> <p>Узнавать простые словообразовательные элементы (суффиксы, префиксы).</p> <p>Опираясь на языковую догадку в процессе чтения и аудирования (интернациональные слова, слова, образованные путем аффиксации).</p> <p>Распознавать и употреблять различные средства связи для обеспечения логичности и целостности высказывания.</p> <p>Грамматическая сторона речи</p> <p>Воспроизводить основные коммуникативные типы предложений. Соблюдать порядок слов в предложении.</p>

		<p>Распознавать и употреблять в устной и письменной речи изученные морфологические формы и синтаксические конструкции английского языка в рамках тематического содержания речи в соответствии с решаемой коммуникативной задачей (см. левую колонку таблицы).</p> <p><i>Распознавать в письменном тексте и дифференцировать слова по определённым признакам (существительные, прилагательные, смысловые глаголы).</i></p> <p>Социокультурные знания и умения</p> <p>Использовать отдельные социокультурные элементы речевого поведенческого этикета в стране/странах изучаемого языка в отобранных ситуациях общения («Дома», «В магазине», «У врача» и др.);</p> <p>Знать и использовать в устной и письменной речи наиболее употребительную тематическую фоновую лексику и реалии в рамках тематического содержания речи.</p> <p>Владеть базовыми знаниями о социокультурном портрете родной страны и страны/ стран изучаемого языка.</p> <p>Кратко представлять Россию и страну/страны изучаемого языка (культурные явления; наиболее известные достопримечательности; национальные праздники; традиции в проведении досуга и питания);</p> <p>Кратко рассказывать о выдающихся людях родной страны и страны/стран изучаемого языка.</p> <p><i>Находить сходство и различие в традициях родной страны и страны/стран изучаемого языка.</i></p> <p><i>Систематизировать и анализировать полученную информацию.</i></p>

7 класс (102 часа)

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1	Взаимоотношения в семье и с друзьями. Семейные праздники. Обязанности по дому (10 часов)	Изученные лексические единицы (слова, словосочетания, реплики-клише). Многосложные лексические единицы. Синонимы. Антонимы. Интернациональные слова. Наиболее частотные фразовые глаголы. Различные средства связи для обеспечения логичности и целостности. Имена существительные, образованные с помощью суффиксов: -ness, -ment. Имена прилагательные, образованные с помощью суффиксов: -ly, -ous, -y. Имена прилагательные и наречия, образованные с помощью префиксов: in-/im-. Сложные прилагательные,	<p>Диалогическая речь Составлять комбинированный диалог, включающий различные виды диалога, в соответствии с поставленной коммуникативной задачей/с опорой на образец, опорой на речевые ситуации, ключевые слова, и/или иллюстрации, фотографии.</p> <p>Монологическая речь Высказываться о фактах, событиях, используя основные типы речи (описание/характеристика, повествование/сообщение) сопорой на ключевые слова, план, вопросы, таблицу и/или иллюстрации, фотографии.</p> <p><i>Описывать объект, человека/литературного персонажа по определённой схеме.</i> Передавать содержание прочитанного/прослушанного текста с опорой на вопросы, план, ключевые слова и/или иллюстрации, фотографии. Выражать и аргументировать своё отношение к прочитанному/услышанному. <i>Переспрашивать, просить повторить, уточняя значение незнакомых слов.</i> Кратко излагать результаты выполненной проектной работы.</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	Работать индивидуально и в группе при выполнении проектной работы. Аудирование Понимать речь учителя по ведению урока. Распознавать на слух и понимать связанное высказывание учителя, одноклассника, построенное на знакомом языковом материале и/или содержащее некоторые незнакомые слова. Использовать переспрос или просьбу для уточнения отдельных деталей. Вербально/невербально реагировать на услышанное. Воспринимать на слух и понимать основное содержание несложных аутентичных текстов разных жанров и стилей, содержащие отдельные незнакомые слова. <i>Определять тему, прослушанного текста. Выделять главные факты, опуская второстепенные.</i> Воспринимать на слух и понимать запрашиваемую информацию, представленную в явном виде, в несложных аутентичных текстах, содержащих отдельные незнакомые слова. <i>Использовать контекстуальную, в том числе языковую, догадку при восприятии на слух текстов, содержащих незнакомые слова.</i> <i>Игнорировать незнакомые слова, не влияющие на понимание текста.</i> Смысловое чтение Читать про себя и понимать основное содержание несложных адаптированных аутентичных текстов, содержащих отдельные незнакомые слова. <i>Определять тему/основную мысль прочитанного текста.</i>
3	Досуг и увлечения/хобби современного подростка (чтение, кино, театр, музей, спорт, музыка) (10 часов)		
4	Здоровый образ жизни. Режим труда и отдыха. Фитнес. Сбалансированное питание (10 часов)		
5	Покупки: одежда, обувь и продукты питания (7 часов)		

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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)	<p>Осознавать цель чтения и выбирать в соответствии с ней нужный вид чтения (с пониманием основного содержания, с выборочным пониманием запрашиваемой информации). Читать про себя и понимать запрашиваемую информацию, представленную в сплошных текстах (таблицах, диаграммах). <i>Работать с информацией, представленной в разных форматах (текст, рисунок, таблица).</i></p> <p>Письменная речь Списывать текст и выписывать из него слова, словосочетания, предложения в соответствии с решаемой коммуникативной задачей. Восстанавливать предложение, текст в соответствии с решаемой учебной задачей. Составлять план прочитанного текста; заполнять анкеты и формуляры: сообщать о себе основные сведения. Писать электронное сообщение личного характера: сообщать краткие сведения о себе и запрашивать аналогичную информацию о других по переписке; выражать благодарность, извинения, просьбу; оформлять обращение, завершающую фразу и 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></p> <p>Фонетическая сторона речи Различать на слух и адекватно произносить все</p>
8	Природа: дикие и домашние животные. Климат, погода (7 часов)	
9	Жизнь в городе и сельской местности. Описание родного города/села. Спорт (6 часов)	
10	Средства массовой информации. Телевидение. Журналы. Интернет (5 часов)	

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11	Родная страна и страна/страны изучаемого языка. Их географическое положение, столицы; население; официальные языки; достопримечательности; культурные особенности (национальные праздники, традиции, обычаи) (10 часов)		<p>звуки английского языка, соблюдая нормы произнесения звуков.</p> <p>Соблюдать правильное ударение в изолированном слове, фразе.</p> <p>Соблюдать правило отсутствия ударения на служебных словах (артиклах, союзах, предлогах).</p> <p>Различать коммуникативный тип предложения по его интонации.</p> <p>Членить предложение на смысловые группы. Корректно произносить предложения с точки зрения их ритмико-интонационных особенностей (побудительное предложение; общий, специальный, альтернативный и разделительный вопросы).</p> <p>Соблюдать интонацию перечисления.</p> <p>Воспроизводить слова по транскрипции. <i>Оперировать полученными фонетическими сведениями из словаря в чтении вслух и при говорении.</i></p> <p>Читать вслух небольшие аутентичные тексты, построенные на изученном языковом материале, с соблюдением правил чтения и соответствующей интонацией, демонстрируя понимание текста.</p> <p>Орфография и пунктуация</p> <p>Правильно писать изученные слова.</p>

12	<p>Выдающиеся люди родной страны и страны/стран изучаемого языка: учёные, писатели, поэты, спортсмены (10 часов)</p> <p>Итого: 102 часа</p>	<p>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>Лексическая сторона речи</p> <p>Узнавать в устном и письменном тексте и употреблять в речи изученные лексические единицы (слова, словосочетания, речевые клише); синонимы, антонимы, наиболее частотные фразовые глаголы в соответствии с ситуацией общения.</p> <p>Узнавать простые словообразовательные элементы (суффиксы, префиксы).</p> <p>Опираясь на языковую догадку в процессе чтения и аудирования (интернациональные слова; слова, образованные путем аффиксации, словосложения). Распознавать и употреблять различные средства связи для обеспечения логичности и целостности высказывания.</p> <p>Грамматическая сторона речи</p> <p>Воспроизводить основные коммуникативные типы предложений. Соблюдать порядок слов в предложении.</p> <p>Распознавать и употреблять в устной и письменной речи изученные морфологические формы и синтаксические конструкции английского языка в рамках</p>
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			<p>тематического содержания речи в соответствии с решаемой коммуникативной задачей (см. левую колонку таблицы).</p> <p><i>Распознавать в письменном тексте и дифференцировать слова по определённым признакам (существительные, прилагательные, смысловые глаголы).</i></p> <p>Социокультурные знания и умения</p> <p>Использовать отдельные социокультурные элементы речевого поведенческого этикета в стране/странах изучаемого языка в отобранных ситуациях общения («В городе», «Проведение досуга», «Во время путешествия» и др.).</p> <p>Знать и использовать в устной и письменной речи наиболее употребительную тематическую фоновую лексику и реалии в рамках отобранного тематического содержания.</p> <p>Владеть базовыми знаниями о социокультурном портрете родной страны и страны/стран изучаемого языка.</p> <p>Кратко представлять Россию и страну/страны изучаемого языка: некоторые культурные явления; наиболее известные достопримечательности.</p> <p>Кратко рассказывать о выдающихся людях родной страны и страны/стран изучаемого языка.</p>

8 класс (102 часа)

№	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 (10 часов)	Изученные лексические единицы (слова, словосочетания, реплики-клише). Синонимы, антонимы; наиболее частотные фразовые глаголы; сокращения и аббревиатуры. Средства связи для обеспечения логичности и целостности высказывания.	Диалогическая речь Составлять комбинированный диалог, включающий различные виды диалога, в соответствии с поставленной коммуникативной задачей/с опорой на образец, опорой на речевые ситуации, ключевые слова, и/или иллюстрации, фотографии. <i>Переспрашивать, просить повторить, уточняя значение незнакомых слов.</i> Монологическая речь Высказываться о фактах, событиях, используя основные типы речи (описание/характеристика, повествование/сообщение) с опорой на ключевые слова, план, вопросы, таблицу и/или иллюстрации, фотографии. <i>Описывать объект, человека/литературного персонажа по определённой схеме.</i> Передавать содержание прочитанного/прослушанного текста с опорой на вопросы, план, ключевые слова и/или иллюстрации, фотографии. Выражать и аргументировать своё отношение к прочитанному/услышанному. Составлять рассказ по картинкам. Кратко излагать результаты выполненной проектной работы.
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-.	
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	

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4	Здоровый образ жизни. Режим труда и отдыха. Фитнес. Сбалансированное питание. Посещение врача (10 часов)	существительного (a present — to present); имени существительного (rich — the rich). Согласование подлежащего, выраженного собирательным существительным (family, police) со сказуемым.	<i>Работать индивидуально и в группе при выполнении проектной работы.</i> Аудирование Понимать речь учителя по ведению урока. Распознавать на слух и понимать связанное высказывание учителя, одноклассника, построенное на знакомом языковом материале и/или содержащее некоторые незнакомые слова. Использовать переспрос или просьбу для уточнения отдельных деталей.
5	Покупки: одежда, обувь и продукты питания. Карманные деньги (6 часов)	Конструкции, содержащие глаголы-связки to be/to look/to feel/to seem. Предложения со сложным дополнением (Complex Object) (I want you to do it.). Повествовательные (утвердительные и отрицательные), вопросительные и побудительные предложения в косвенной речи в настоящем и прошедшем времени.	Вербально/невербально реагировать на услышанное. Воспринимать на слух и понимать основное содержание несложных аутентичных текстов, содержащие отдельные неизученные языковые явления. <i>Определять тему/идею и главные события/факты прослушанного текста.</i> <i>Выделять главные факты, опуская второстепенные.</i> <i>Прогнозировать содержание текста по началу сообщения.</i>
6	Школа, школьная жизнь, школьная форма, изучаемые предметы и отношение к ним. Посещение школьной библиотеки/ресурсного центра. Переписка.		Воспринимать на слух и понимать нужную/интересующую/запрашиваемую информацию, представленную в явном виде в несложных аутентичных текстах,

	ска с зарубежными сверстниками (10 часов)	Все типы вопросительных предложений в Past Perfect Tense. Модальные глаголы в косвенной речи в настоящем и прошедшем времени. Согласование времён в рамках сложного предложения. Конструкция both ... and ... Конструкции be/get used to + инфинитив глагола; be/get used to doing something; Конструкции с глаголами to stop, to remember, to forget (разница в значении to stop doing smth и to stop to do smth). Глаголы в видовременных формах действительного залога в изъявительном наклонении в Past Perfect Tense; Present Perfect Continuous Tense, Future-in-the-Past Tense. Неличные формы глагола (инфинитив, герундий, причастия настоящего и прошедшего времени). Наречия too — enough.	содержащих отдельные неизученные языковые явления. <i>Оценивать информацию с точки зрения её полезности/достоверности.</i> <i>Использовать языковую, в том числе контекстуальную, догадку при восприятии на слух текстов, содержащих незнакомые языковые явления.</i> <i>Игнорировать незнакомые языковые явления, не влияющие на понимание текста.</i> Смысловое чтение Читать про себя и понимать основное содержание несложных аутентичных текстов, содержащих отдельные неизученные языковые явления. <i>Определять тему/основную мысль прочитанного текста.</i> <i>Определять главные факты/события, опуская второстепенные.</i> <i>Прогнозировать содержание текста по заголовку/началу текста.</i> <i>Устанавливать логическую последовательность основных фактов.</i> <i>Соотносить текст/части текста с иллюстрациями.</i> <i>Игнорировать неизученные языковые явления, мешающие понимать основное содержание текста.</i> Читать про себя и находить в несложных аутентичных текстах, содержащих отдельные неизученные языковые явления, нужную/интересующую/запрашиваемую информацию, представленную в явном виде. <i>Оценивать найденную информацию с точки зрения</i>
7	Виды отдыха в различное время года. Путешествия по России и зарубежным странам (7 часов)		
8	Природа: флора и фауна. Проблемы экологии. Климат, погода. Стихийные бедствия (10 часов)		
9	Условия проживания в городской/сельской местности. Транспорт (7 часов)		
10	Средства массовой информации. Телевидение. Радио. Пресса. Интернет (7 часов)		

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11	Родная страна и страна/страны изучаемого языка. Их географическое положение, столицы; население; официальное; официальные языки; достопримечательности, культурные особенности (национальные праздники, традиции, обычаи) (10 часов)	Отрицательные местоимения 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 несложных текстах (таблицах, диаграммах, схемах).</p> <p><i>Работать с информацией, представленной в разных форматах (текст, рисунок, таблица).</i></p> <p>Читать с полным пониманием содержания несложные аутентичные тексты, содержащие отдельные незнакомые языковые явления.</p> <p>Полно и точно понимать прочитанный текст на основе его информативной переработки (смыслового и структурного анализа отдельных частей текста, выборочного перевода).</p> <p><i>Восстанавливать текст из разрозненных абзацев.</i></p> <p><i>Устанавливать причинно-следственную взаимосвязь фактов и событий, изложенных в тексте.</i></p> <p><i>Осознавать цель чтения и выбирать в соответствии с ней нужный вид чтения (с пониманием основного содержания, с выборочным пониманием запрашиваемой информации, с полным пониманием).</i></p>
12	Выдающиеся люди родной страны и страны/стран изучаемого языка: учёные, писатели, поэты,		

	художники, музыканты, спортсмены (10 часов) Итого: 102 часа	<p><i>Использование внешних формальных элементов текста (подзаголовки, иллюстрации, сноски) для понимания основного содержания прочитанного текста.</i></p> <p>Догадываться о значении незнакомых слов по сходству с русским языком, по словообразовательным элементам, по контексту.</p> <p>Понимать интернациональные слова в контексте.</p> <p><i>Пользоваться сносками и лингвострановедческим справочником.</i></p> <p><i>Находить значение отдельных незнакомых слов в двуязычном словаре.</i></p> <p>Письменная речь</p> <p>Составлять план/тезисы устного или письменного сообщения.</p> <p>Заполнять анкеты и формуляры: сообщать о себе основные сведения.</p> <p>Писать электронное сообщение личного характера: сообщать краткие сведения о себе и запрашивать аналогичную информацию о друге по переписке; излагать различные события, делиться впечатлениями; выразить благодарность, извинения, просьбу.</p> <p>Писать небольшое письменное высказывание с опорой на образец, план, иллюстрацию, таблицу и/или прочитанный/прослушанный текст.</p> <p><i>Фиксировать нужную информацию.</i></p> <p>Фонетическая сторона речи</p> <p>Различать на слух и адекватно произносить все звуки английского языка, соблюдая нормы произнесения звуков.</p>
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			<p>Соблюдать правильное ударение в изолированном слове, фразе.</p> <p>Соблюдать правило отсутствия ударения на служебных словах (артиклах, союзах, предлогах).</p> <p>Различать коммуникативный тип предложения по его интонации.</p> <p>Членить предложение на смысловые группы.</p> <p>Корректно произносить предложения с точки зрения их ритмико-интонационных особенностей (побудительное предложение; общий, специальный, альтернативный и разделительный вопросы).</p> <p>Соблюдать интонацию перечисления.</p> <p>Воспроизводить слова по транскрипции.</p> <p><i>Оперировать полученными фонетическими сведениями из словаря в чтении вслух и при говорении.</i></p> <p>Читать вслух небольшие аутентичные тексты, построенные на изученном языковом материале, с соблюдением правил чтения и соответствующей интонацией, демонстрируя понимание текста.</p> <p>Орфография и пунктуация</p> <p>Правильно писать изученные слова.</p> <p>Соотносить графический образ слова с его звуковым образом.</p>

		<p>Правильно расставлять знаки препинания: запятую при перечислении и обращения; апостроф; точку, вопросительный и восклицательный знак и в конце предложения.</p> <p>Расставлять в электронном сообщении личного характера знаки препинания, диктуемые его форматом, в соответствии с нормами, принятыми в стране изучаемого языка.</p> <p>Лексическая сторона речи</p> <p>Узнавать в устном и письменном тексте и употреблять в речи изученные лексические единицы (слова, словосочетания, речевые клише); синонимы, антонимы, наиболее частотные фразовые глаголы, сокращения и аббревиатуры в соответствии с ситуацией общения.</p> <p>Узнавать простые словообразовательные элементы (суффиксы, префиксы).</p> <p>Выбирать нужное значение многозначного слова.</p> <p>Опирается на языковую догадку в процессе чтения и аудирования (интернациональные слова; слова, образованные путем аффиксации, словосложения, конверсии).</p> <p>Распознавать и употреблять различные средства связи для обеспечения логичности и целостности высказывания.</p> <p>Грамматическая сторона речи</p> <p>Распознавать и употреблять в устной и письменной речи изученные морфологические формы и синтаксические конструкции английского языка в рамках тематического содержания речи в соответствии с решаемой коммуникативной задачей (см. левую</p>
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			<p>колонку таблицы).</p> <p>Социокультурные знания и умения</p> <p>Осуществлять межличностное и межкультурное общение, с использованием знаний о национально-культурных особенностях своей страны и страны/стран изучаемого языка и основных социокультурных элементов речевого поведенческого этикета в англоязычной среде в рамках тематического содержания речи.</p> <p>Использовать в устной и письменной речи наиболее употребительной тематической фоновой лексики и реалий в рамках тематического содержания.</p> <p>Владеть базовыми знаниями о социокультурном портрете родной страны и страны/стран изучаемого языка.</p> <p>Кратко представлять Россию и страну/страны изучаемого языка (культурные явления и события; достопримечательности);</p> <p>Кратко рассказывать о некоторых выдающихся людях родной страны и страны/стран изучаемого языка.</p> <p>Оказывать помощь зарубежным гостям в ситуациях повседневного общения (объяснить местонахождение</p>

			<p>объекта, сообщить возможный маршрут и т. д.). <i>Находить сходство и различие в традициях родной страны и страны/стран изучаемого языка.</i> <i>Систематизировать и анализировать полученную информацию.</i></p>
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9 класс (102 часа)

№	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. Глаголы, образованные с помощью префиксов: dis-, mis-, over-, under-. Имена прилагательные, образованные с помощью суффиксов: -able/-ible. Имена существительные, образованные с помощью префиксов: in-/im-. Сложные существительные, образованные путём соединения основы числи-	Диалогическая речь <i>Составлять комбинированный диалог, включающий различные виды диалога, в соответствии с поставленной коммуникативной задачей с опорой на речевые ситуации, ключевые слова, и/или иллюстрации, фотографии или без опор.</i> Выражать свою точку зрения и обосновывать её, высказывать своё согласие/несогласие с точкой зрения собеседника, выражать сомнение, давать эмоциональную оценку обсуждаемым событиям: восхищение, удивление, радость, огорчение и т. д.). <i>Переспрашивать, просить повторить, уточняя значение незнакомых слов.</i> Монологическая речь Высказываться о фактах, событиях, используя основные типы речи (описание/характеристика, повествование/сообщение, рассуждение) с опорой на ключевые слова, план, вопросы, таблицу и/или иллюстрации, фотографии. <i>Описывать объект, человека/литературного персонажа по плану.</i> Передавать содержание, основную мысль прочитанного/прослушанного текста с опорой на вопросы, план, ключевые слова и/или иллюстрации, фотографии.
2	Внешность и характер человека/литературного персонажа (7 часов)		
3	Досуг и увлечения/хобби современного подростка (чтение, кино, театр, музыка, музей, спорт, живопись; компьютерные игры). Роль книги		

	в жизни подростка (10 часов)	тельного с основной существительного с добавлением суффикса -ed. Сложные существительные, образованные путём соединения основы существительного с предлогом. Сложные прилагательные, образованные путём соединения основы прилагательного с основой причастия настоящего времени. Сложные прилагательные, образованные путём соединения основы прилагательного с основой причастия прошедшего времени. Глаголы, образованные при помощи конверсии от имени прилагательного. Предложения со сложным дополнением (Complex Object) (I want to have my hair cut.). Условные предложения нереального характера (Conditional II). Конструкции для выражения предпочтения	Выражать и аргументировать своё отношение к прочитанному/услышанному. Составлять рассказ с опорой на серию картинок. Кратко излагать результаты выполненной проектной работы. <i>Работать индивидуально и в группе при выполнении проектной работы.</i> <i>Использовать перифразирование, дефиницию, синонимические и антонимические средства в случае сбоя коммуникации, а также в условиях дефицита языковых средств.</i> Аудирование Понимать речь учителя по ведению урока. Распознавать на слух и понимать связанное высказывание учителя, одноклассника, построенное на знакомом языковом материале и/или содержащее некоторые незнакомые слова. Использовать переспрос или просьбу для уточнения отдельных деталей. Вербально/невербально реагировать на услышанное. Воспринимать на слух и понимать основное содержание несложных аутентичных текстов, содержащие отдельные неизученные языковые явления. <i>Определять тему, прослушанного текста. Выделять главные факты, опуская второстепенные.</i> <i>Прогнозировать содержание текста по началу сообщения.</i> Воспринимать на слух и понимать нужную/интересующую/запрашиваемую информацию в несложных аутентичных текстах, содержащих отдельные неизученные языковые явления.
4	Здоровый образ жизни. Режим труда и отдыха. Фитнес. Сбалансированное питание. Посещение врача (10 часов)		
5	Покупки: одежда, обувь и продукты питания. Карманные деньги. Молодёжная мода (7 часов)		
6	Школа, школьная жизнь, изучаемые предметы и отношение к ним. Взаимоотношения в школе, проблемы и их решение. Переписка с зарубежными сверстниками (8 часов)		

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7	Виды отдыха в различное время года. Путешествия по России и зарубежным странам. Транспорти (10 часов)	I prefer.../I'd prefer.../I'd rather... Конструкция I wish ... Предложения с конструкцией either ... or, neither ... nor. Глаголы в форме страдательного залога (Present/Past Simple Passive; Present Perfect Passive). Порядок следования имён прилагательных (nice long blond hair).	Оценивать информацию с точки зрения её полезности/достоверности. Использовать языковую, в том числе контекстуальную, догадку при восприятии на слух текстов, содержащих незнакомые языковые явления. Игнорировать незнакомые языковые явления, не влияющие на понимание текста. Смысловое чтение Читать про себя и понимать основное содержание несложных аутентичных текстов, содержащих отдельные неизученные явления. <i>Определять тему/основную мысль прочитанного текста.</i> <i>Определять главные факты/события, опуская второстепенные.</i> <i>Прогнозировать содержание текста по заголовку/началу текста.</i> <i>Устанавливать логическую последовательность основных фактов, событий.</i> <i>Разбивать текст на относительно самостоятельные смысловые части. Соотносить текст/части текста с иллюстрациями.</i> <i>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> Читать с полным пониманием содержания несложные аутентичные тексты, содержащие отдельные неизученные языковые явления. Полно и точно понимать прочитанный текст на основе его информационной переработки (смыслового и структурного анализа отдельных частей текста, выборочного перевода). <i>Восстанавливать текст из разрозненных абзацев или путём добавления выпущенных фрагментов. Осознавать цель чтения и выбирать в соответствии с ней нужный вид чтения (с пониманием основного содержания, с выборочным пониманием запрашиваемой информации, с полным пониманием).</i> <i>Использовать внешние формальные элементы текста (подзаголовки, иллюстрации, сноски) для понимания основного содержания прочитанного текста.</i> Читать про себя и понимать запрашиваемую информацию, представленную в несплошных текстах (таблицах, диаграммах).</p>
11	<p>Выдающиеся люди родной страны и страны/стран изучаемого языка, их вклад в науку и мировую культуру: государственные</p>		

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	<p>деятели, учёные, писатели, поэты, художники, музыканты, спортсмены (10 часов)</p> <p>Итого: 102 часа</p>		<p><i>Работать с информацией, представленной в разных формах (текст, рисунок, таблица).</i></p> <p>Догадываться о значении неизвестных слов по сходству с русским/родным языком, по словообразовательным элементам, по контексту.</p> <p>Понимать интернациональные слова в контексте.</p> <p><i>Пользоваться сносками и лингвострановедческим справочником.</i></p> <p><i>Находить значение отдельных неизвестных слов в двуязычном словаре.</i></p> <p>Письменная речь</p> <p>Составлять план, тезисы устного или письменного высказывания.</p> <p>Заполнять анкеты и формуляры: сообщать о себе основные сведения.</p> <p>Писать электронное сообщение личного характера: сообщать краткие сведения о себе и запрашивать аналогичную информацию о друге по переписке; излагать различные события, делиться впечатлениями; выражать благодарность, извинения, просьбу.</p> <p>Писать небольшое письменное высказывание с опорой на образец, план, иллюстрацию, таблицу и/или прочитанный/прослушанный текст.</p>

		<p>Заполнять таблицы: кратко фиксируя содержание прочитанного/прослушанного текста.</p> <p>Преобразовывать таблицу, схему в текстовый вариант представления информации.</p> <p>Письменно излагать результаты проектной деятельности.</p> <p>Фонетическая сторона речи</p> <p>Различать на слух и адекватно произносить все звуки английского языка, соблюдая нормы произнесения звуков. Соблюдать правильное ударение в изолированном слове, фразе.</p> <p>Соблюдать правило отсутствия ударения на служебных словах (артиклах, союзах, предлогах).</p> <p><i>Сравнивать и анализировать буквосочетания английского языка и их транскрипцию.</i></p> <p>Различать коммуникативный тип предложения по его интонации.</p> <p>Членить предложение на смысловые группы.</p> <p>Корректно произносить предложения с точки зрения их ритмико-интонационных особенностей (побудительное предложение; общий, специальный, альтернативный и разделительный вопросы). Соблюдать интонацию перечисления.</p> <p>Выражать модальное значение, чувств и эмоций.</p> <p>Различать на слух британский и американский варианты произношения в прослушанных текстах или услышанных высказываниях.</p> <p><i>Оперировать полученными фонетическими сведениями из словаря в чтении вслух и при говорении.</i></p> <p>Читать вслух небольшие аутентичные тексты, построенные на изученном языковом материале, с соблю-</p>
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			<p>дением правил чтения и соответствующей интонацией, демонстрируя понимание текста.</p> <p>Орфография и пунктуация</p> <p>Правильно писать изученные слова.</p> <p>Правильно ставить знаки препинания: запятую при перечислении и обращении; апостроф; точку, вопросительный и восклицательный знаки в конце предложения.</p> <p>Расставлять в электронном сообщении личного характера знаки препинания, диктуемые его форматом, в соответствии с нормами, принятыми в стране изучаемого языка.</p> <p>Лексическая сторона речи</p> <p>Узнавать в устном и письменном тексте и употреблять в речи изученные лексические единицы (слова, словосочетания, речевые клише); синонимы, антонимы, наиболее частотные фразовые глаголы, сокращения и аббревиатуры в соответствии с ситуацией общения.</p> <p>Узнавать простые словообразовательные элементы (суффиксы, префиксы).</p> <p>Выбирать нужное значение многозначного слова.</p> <p>Опирается на языковую догадку в процессе чтения</p>

		<p>и аудирования (интернациональные слова; слова, образованные путем аффиксации, словосложения, конверсии).</p> <p>Распознавать и употреблять различные средства связи для обеспечения логичности и целостности высказывания.</p> <p>Грамматическая сторона речи</p> <p>Воспроизводить основные коммуникативные типы предложений. Соблюдать порядок слов в предложении.</p> <p>Распознавать и употреблять в устной и письменной речи изученных морфологические формы и синтаксические конструкции английского языка в рамках тематического содержания речи в соответствии с решаемой коммуникативной задачей (см. левую колонку таблицы).</p> <p><i>Распознавать в письменном тексте и дифференцировать слова по определённым признакам (существительные, прилагательные, смысловые глаголы).</i></p> <p>Социокультурные знания и умения</p> <p>Осуществлять межличностное и межкультурное общение, с использованием знаний о национально-культурных особенностях своей страны и страны/стран изучаемого языка и основных социокультурных элементов речевого поведенческого этикета в англоязычной среде в рамках тематического содержания речи.</p> <p>Использовать в устной и письменной речи наиболее употребительную тематическую фоновую лексику и реалии в рамках отобранного тематического содержания.</p>
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			<p>Владеть базовыми знаниями о социокультурном портрете родной страны и страны/стран изучаемого языка.</p> <p>Представлять Россию и страну/страны изучаемого языка (культурные явления и события; достопримечательности).</p> <p>Кратко рассказывать о некоторых выдающихся людях родной страны и страны/стран изучаемого языка.</p> <p>Оказывать помощь зарубежным гостям в ситуациях повседневного общения (объяснить местонахождение объекта, сообщить возможный маршрут, уточнить часы работы и т. д.).</p> <p><i>Систематизировать и анализировать полученную информацию.</i></p>

При разработке рабочей программы в тематическом планировании должны быть учтены возможности использования электронных (цифровых) образовательных ресурсов, являющихся учебно-методическими материалами (мультимедийные программы, электронные учебники и задачники, 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.