



Starlight 7

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Teacher's Book




ПРОСВЕЩЕНИЕ
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Introduction to the Teacher

Starlight 7 is a modular secondary-level course for learners studying British English at intermediate level. It allows a flexibility of approach which makes it suitable for classes of all kinds, including large or mixed ability classes.

Starlight 7 consists of six modules. Each module consists of nine units plus Language in Use and Skills Practice sections. The corresponding module in the Workbook provides the option of additional practice.

COURSE COMPONENTS

Student's Book & Workbook

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

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

Teacher's Book and Tests

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

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

ELEMENTS OF THE COURSEBOOK

Each module begins with a modular 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. Vocabulary is practised through various types of exercises. A particular feature of the book is the teaching of collocations, which helps Ss remember vocabulary items as parts of set expressions. (See *Student's Book Ex. 4, p. 21*)

Grammar

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

Listening tasks and Speaking practice

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

Pronunciation/Intonation

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

Everyday English

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

Study Skills

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

Reading texts

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

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

Writing

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

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

Culture Corner & Curricular sections

Each module contains a Culture Corner and a Curricular section.

- In each **Culture Corner**, Ss are provided with culture information and read about aspects of English speaking countries that are thematically linked to the module. Ss are given the chance to process the information they have 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 learned by relating it to their own personal frame of reference. Lively and creative tasks stimulate Ss and allow them to consolidate the language they have learned throughout the module.

Russia

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

Language in Use and Skills Sections

These follow every module and reinforce Ss' understanding of the topics, vocabulary, and structures that have been presented. The games in the Teacher's Book 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 Skills Sections, the students are able to practise all four language skills through exam type tasks.

Grammar Reference section

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

Vocabulary Bank

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

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.

American English – British English Guide

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

Irregular Verbs

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

Word List

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

SUGGESTED TEACHING TECHNIQUES

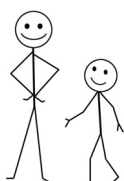
A Presenting new vocabulary

Much of the new vocabulary in *Starlight 7* is presented through pictures. Ss are asked to **match the pictures to listed words/phrases**. (See *Student's Book, Module 1, p. 7, Ex. 2.*)

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

- **Miming.** Mime the word you want to introduce. For instance, to present the verb **sing**, pretend you are singing and ask Ss to guess the meaning of the word.

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



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

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

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

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

B Choral and individual repetition

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

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

C Listening and Reading

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

- **Listening and reading for gist.** Ask Ss to read or listen to get the gist of the dialogue or text being dealt with. (*See Student’s Book, Module 1, p. 8, Ex. 3a. Tell Ss that in order to complete this task successfully, they do not need to understand every single detail in the text.*)
- **Listening and reading for detail.** Ask Ss to read or listen for specific information. (*See Student’s Book, Module 1, p. 10, Ex. 2b. Ss will have to read or listen to the text on page 10 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. 4 where Ss use the same structures to ask for and give personal details.*)
- Ss are then led to **free** speaking activities. (*See Student’s Book, Module 1, p. 9, Ex. 7 where Ss are invited to present a job to the class, provided with the necessary lexical items and structures.*)

E Writing

All writing tasks in *Starlight 7* 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. 19.*)
- 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. 19, Ex. 1/4. Ss are asked to write a cover letter.*)
- Make sure Ss follow the detailed **plan** they are provided with. (*See Student’s Book, Module 1, p. 19, Ex. 4.*)
- It would be well-advised to actually complete the task orally in class before assigning it as written homework. Ss will then feel more confident with producing a complete piece of writing on their own.

F Projects

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

G Assigning homework

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

Commonly assigned tasks include:

Copy – Ss copy an assigned extract;

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

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

Reading Aloud – Assisted by the S's Audio Course, 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. 4 on p. 18 of the Student's Book.)

- Closed pairs**

Pairs of Ss work together on a task or activity while you move around offering assistance and suggestions. Explain the task clearly before beginning closed pairwork. (See Ex. 5 on p. 13 of the Student's Book)

- Stages of pairwork**

- Put Ss in pairs.
- Explain the task and set time limit.
- Rehearse the task in open pairs.
- In closed pairs, get Ss to do the task.
- Go around the class and help Ss.
- Open pairs report back to the class.

- Group work**

Groups of three or more Ss work together on a task or activity. Class projects or role play are most easily done in groups. Again, give Ss a solid understanding of the task in advance.

J Using the Student's Audio Course

Dialogues, texts and Pronunciation sections are recorded on the Student's Audio Course. 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 Course.

K Using L1 in class

Use L1 in moderation and only when necessary.

ABBREVIATIONS

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

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

Starter

Objectives

Lesson Objectives: To revise vocabulary for transport, places in a city, household chores, food/drinks, cooking methods and natural disasters; to practise everyday English

Vocabulary: Transport (*plane, bus, underground, ferry, bike, car, motorbike, taxi*); Places in a city (*block of flats, petrol station, post office, traffic lights, tunnel, bungalow, semi-detached house, road sign, hospital, cottage, library, bus stop, bus lane, detached house, community centre*); Household chores (*do the washing-up, lay the table, mop the floor, iron the clothes, dust the furniture, make the bed, take out the rubbish, Hoover the carpets*); Food & drinks (*fruit and vegetables, dairy products, meat, fish, drinks, tomatoes, yogurt, chicken, orange juice, cauliflower, bread, salmon, grapes, rice, lamb, milk, eggs, cherries, tuna, tea, peppers*); Cooking methods (*pour, add, beat, slice, chop, stir, melt*); Natural disasters (*drought, flood, earthquake, forest fire, tornado, tsunami, hurricane*)

1 **Aim** To revise/practise means of transport

- Read the means of transport aloud and elicit an explanation for each one from various Ss around the class (e.g. *you fly in a plane*).
- Give Ss time to complete the task and then check Ss' answers.

Answer Key

1 *plane* 3 *taxi* 5 *bike*
2 *underground* 4 *ferry* 6 *car*

2 **Aim** To revise/categorise vocabulary for places in a city

- Explain the task and ask Ss to copy the table into their notebooks.
- Give Ss time to complete the task and then check Ss' answers on the board.

Answer Key

Types of Home	<i>block of flats, bungalow, semi-detached house, cottage, detached house</i>
Features of a Town/City	<i>traffic lights, tunnel, road sign, bus stop, bus lane</i>
Public Services/Facilities	<i>petrol station, post office, hospital, library, community centre</i>

3 **Aim** To revise household chores

- Give Ss time to complete the phrases and then check Ss' answers around the class.

Answer Key

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

- As an extension ask Ss to say what household chores they have to/don't have to do at home. e.g. *I have to make my bed and lay the table, but I don't have to dust the furniture.*

4 **Aim** To revise/categorise vocabulary for food & drinks

- Explain the task and ask Ss to copy the web diagram into their notebooks.
- Give Ss time to complete the task and then check Ss' answers on the board.

Suggested Answer Key

fruit and vegetables: *tomatoes, cauliflower, grapes, cherries, peppers*

dairy products: *yogurt, milk*

meat: *chicken, lamb*

fish: *salmon, tuna*

drinks: *orange juice, tea*

other: *bread, rice, eggs*

5 **Aim** To revise/practise collocations

- Go through the given words.
- Give Ss time to complete the task and then check Ss' answers around the class.

Answer Key

- a) *Clothes: blouses, shorts, coats, jeans, jackets.*
b) *Footwear: sandals, boots, slippers, shoes, trainers.*

6 **Aim** To revise/practise collocations

- Go through the lists of words and explain/elicit any that Ss are unsure of the meanings of.
- Give Ss time to match the words to make phrases and then check Ss' answers around the class.

Answer Key

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

7 **Aim** To revise/practise vocabulary for cooking methods

- Read out the verbs in the list and then give Ss time to read the recipe and fill in the gaps with the appropriate verb.
- Check Ss' answers.

Answer Key

1 slice 3 stir 5 beat 7 chop
2 add 4 melt 6 pour

8 **Aim** To revise vocabulary for natural disasters

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

Answer Key

1 tsunami 3 drought 5 forest fire
2 earthquake 4 flood

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

Work & Play

Topic

In this module Ss will explore the topic of jobs, job qualities, careers, sports and hobbies.

Modular page

7

Lesson objectives: Overview of module

Vocabulary: Jobs (*camp counsellor, surgeon, judge, firefighter, storm chaser, shop assistant, flight attendant, police officer*); Job descriptions (*make sure people obey the law, follow and photograph tornadoes, put out fires, look after passengers on a plane, help customers, supervise children at a camp, apply the law in court, operate on people*); Job-related adjectives (*dangerous, demanding, interesting, well paid, easy, difficult*)

1a Hard & Work

8-9

Lesson objectives: To listen and read for gist, to read for specific information, to learn adverbs of manner, to paraphrase a text

Vocabulary: Work (*9-5, shifts, at the weekends, long hours, work on their own, work with a team, get paid well, low wages*); Character adjectives (*brave, organised, creative, caring, patient, annoyed, polite*); Verbs (*beat, risk, parachute, drop*); Phrasal Verb (*put out*); Nouns (*duty, training, fire zone, face mask, helmet, backpack*); Adjectives (*elite, fit, padded*); Adverb (*bravely*); Phrases (*tough job, remote areas*)

1b Hobbies

10-11

Lesson objectives: To listen and read for gist, to read for specific information, to revise the Present Simple and Present Continuous, to learn stative verbs, to talk and write about a hobby

Vocabulary: Hobbies (*ghost hunting, robot building, tornado chasing, metal detecting, UFO hunting*); Verbs (*involve, investigate, analyse, spot*); Phrasal Verbs (*take up, find out*); Nouns (*strange object, planet, meteor, military plane, explanation, sighting, hotspot, rooftop, hillside, camcorder, telescope, device*); Adjectives (*fascinated, curious, enthusiastic, patient*); Adverb (*mostly*); Phrases (*interview witness, record information*)

1c Culture Corner

12

Lesson objectives: To read for specific information

Vocabulary: Verbs (*earn, offer*); Nouns (*cash, waiting tables, delivery, cashier, customer service, campus, camp counsellor, internship, profession, experience, clerk*); Adjectives (*part-time, available*); Phrase (*average wage*)

1d Everyday English

13

Lesson objectives: A job interview, intonation in questions

Vocabulary: Sentences (*Please have a seat., Tell me a little about yourself., Why do you think you'll be a good shop assistant?, Well, I think I'm hardworking and honest., Do you have any experience in this type of work?, Here's a letter of recommendation., I can start immediately., Thank you very much for your time.*)

1e Adventure Sports

14-15

Lesson objectives: To listen for specific information, to read for gist, to read for specific information, to act out an interview, to talk and write about an imaginary experience

Vocabulary: Sports (*mountain biking, street luge, motor cross, speed skiing, windsurfing, freediving, paragliding, rock climbing, white water rafting*); Verbs (*dive, shrink, bark*); Phrasal verb (*carry on*); Nouns (*surface, air tank, wetsuit, goggles, monofin, flipper, mermaid, champion, lungs, meditation, distraction, environmental campaign*); Adjective (*final*); Phrases (*deep breath, hold a record, double in size, come naturally, hold her breath, totally silent*)

1f Voluntary Work

16-17

Lesson objectives: To read for general comprehension, to make comparisons, to learn infinitive & -ing forms, to practise key word transformations

Vocabulary: Voluntary work (*take care of orphans, teach English, help protect an endangered species, build houses*); Verbs (*participate (in), protect, conserve, monitor, improve*); Nouns (*volunteer work, unpaid work, charity, non-profit organisation, orphan, endangered species, project, community, conservation, wildlife research, effort*); Adjective (*practical*); Phrase (*develop skills*)

1g Skills

18

Lesson objectives: To listen for key information, to ask for/give personal details, to write a CV

Vocabulary: Student jobs (*video game tester, lifeguard, secret shopper, dishwasher, delivery person, gardener, babysitter, dog walker*); Personal questions (*How old are you?, Are you married or single?, What qualifications do you have?, What kind of experience do you have?, What are your hobbies and interests?*)

1h Writing**19****Lesson objectives:** To write a cover letter**1i Curricular: PSHE****20****Lesson objectives:** To read for gist, to give a presentation on a career**Vocabulary:** Verbs (*suit, comfort, agree (on)*); Nouns (*key, skills, interest, blanket, mood, engineer, electrician, social worker, psychologist, film director*); Adjectives (*useful, spontaneous, down-to-earth*); Phrase (*by myself*)**Language in Use 1****21****Lesson objectives:** To learn/practise phrasal verbs with *break & bring*, to learn/practise prepositional phrases, to form person nouns, to practise collocations, to do a quiz, to write a quiz**Skills 1****22-23****Lesson objectives:** To listen for specific information, to read for cohesion and coherence, to describe photos, to practise word formation, to write a letter of application**Russia 1****24****Lesson objectives:** To listen and read for gist; to read for specific information, to write about your favourite sport**Vocabulary:** Nouns (*diving, lake, destination, natural beauty, biodiversity, host, flora, fauna, dive, sheet of ice, entrance, exit point*); Verbs (*surface, dive*); Adjectives (*freshwater, salty, invisible*); Adverb (*truly*)**► What's in this module?**

Read the title of the module, *Work & Play* and ask students to predict the content of the module (*the module is about different kinds of jobs and careers*). Go through the contents list and initiate a discussion on what Ss will learn in the module.

Vocabulary**1 Aim To present new vocabulary**

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

2 Aim To present job descriptions

- Draw Ss' attention to the sentences.
- Ask Ss to read the job descriptions and think about which jobs have which responsibilities.
- Read the example out loud. Elicit similar sentences from Ss around the class, using the job titles and descriptions.

Answer Key

- A A camp counsellor supervises children at a camp.
 B A surgeon operates on people.
 C A judge applies the law in a court.
 D A firefighter puts out fires.
 E A storm chaser follows and photographs tornadoes.
 F A shop assistant helps customers.
 G A flight attendant looks after passengers on a plane.
 H A police officer makes sure people obey the law.

3 Aim To introduce job-related adjectives

- Explain the task and read the example aloud.
- Allow Ss time to write a few sentences. Check Ss' answers.
- Alternatively, write camp counsellor on the board and ask various Ss to give their opinions using the adjectives. Repeat with the other jobs on the list.

Suggested Answer Key

- A police officer's job is dangerous because they deal with people who don't obey the law.
 A shop assistant's job is easy because they do the same thing every day.
 A camp counsellor's job is interesting because they work with children.
 A surgeon's job is well-paid because they operate on people.
 A judge's job is difficult because they have to apply the law.
 A firefighter's job is dangerous because they put out fires.
 A flight attendant's job is demanding because they have to look after lots of passengers on a plane.

OVER TO YOU!

Aim To personalise the topic

- Draw Ss' attention to the 'OVER TO YOU!' section and ask them to talk about their parents' jobs, then to think about what jobs they'd like to do and why.
- Encourage Ss to use adjectives from the list to justify their job choices.
- Ask various Ss to tell the class which job they'd like to do, and why.

Suggested Answer Key

My dad is a teacher and my mum is a police officer. They find their jobs interesting although I believe my mum's job is a bit dangerous. I would like to be a police officer because I think it would be interesting and well-paid.

- As an extension, ask Ss to describe picture A, then describe this person's daily work routine.

Suggested Answer Key

Picture A shows a camp counsellor playing a game with some kids. It's summertime because all of them are wearing summer clothes. A camp counsellor wakes up early in the morning. He makes sure all the kids he is responsible for are present at breakfast. Then he supervises the kids and plays games with them until lunchtime. He has a rest, then he participates in various activities with the kids until dinner. He makes sure all the kids are in bed, then he goes to sleep.

1a Hard at work

Vocabulary

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

- Set a time limit of one minute and ask Ss to write down as many jobs as they can think of.
- Check Ss' answers on the board and ask Ss to copy the list into their notebooks.

Suggested Answer Key

doctor, lawyer, vet, nurse, police officer, writer, secretary, painter, etc

b) **Aim** To introduce work-related vocabulary

- Draw Ss' attention to the pictures (A-F) and ask them to read the corresponding job titles.
- Ask Ss around the class what kind of things they think each person does in their job.
- Read the questions in Ex. 1 and explain any unfamiliar vocabulary.
- Elicit answers from Ss around the class.

Suggested Answer Key

*An artist works on his/her own.
A sports coach works with a team.
A taxi driver works shifts/on their own/at the weekends.
A nurse works long hours/shifts/with a team.
A secretary usually works 9-5.
A smokejumper works with a team.
A(n) artist/sports coach/smokejumper is paid well.
A nurse/secretary/taxi driver gets low wages.*

2 **Aim** To introduce character adjectives

- Explain the task and ask Ss to use the jobs from the pictures to complete the sentences.
- Ask Ss to think carefully about what kind of qualities each person/worker must have.
- Allow Ss time to complete the task.
- Elicit answers from Ss around the class and check Ss' answers.

Answer Key

1 smokejumper	5 sports coach/taxi driver/
2 secretary/sports coach	secretary/nurse
3 artist	6 taxi driver/secretary/
4 nurse	nurse

Reading

3 a) **Aim** To predict the content of a text

- Read the **Study Skills** box aloud and point out the importance of key words when predicting the content of a text.
- Ask Ss to read the list of words and phrases, and explain that they relate to the text on page 9.
- Allow Ss time to read the list, and ask them to predict what the text is about.
- Elicit suggestions from Ss around the class.
- Play the recording and ask Ss to follow in their books and check.

Suggested Answer Key

I think the text is about smokejumpers, what they do at work and what equipment they use.

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

Suggested Answer Key

*tough job (phr): work that is difficult or challenging
beat (v): to defeat sb/sth
elite (adj): the most distinguished, skilled (people of a group)
risk (v): to endanger or allow the possibility of harm
remote areas (phr): places that are not inhabited or are not easily accessible
bravely (adv): without fear, courageously
parachute (v): to jump out of a plane or helicopter with a parachute to help you reach the ground safely
put out (phr v): to extinguish sth, often a fire*

duty (n): the responsibility that sb has in their job
training (n): the course of preparing physically and mentally for sth
fit (adj): healthy and in a good physical condition
fire zone (n): an area that is alight with fire
padded (adj): having thick material making it protective
face mask (n): a shield that sb wears on their face to protect it
helmet (n): a protective hat that people wear to avoid injury to the head
backpack (n): a bag that people carry on their back
drop (v): to let sth fall

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

- Ask Ss to read the text again and answer the questions.
- Allow Ss time to complete the task.
- Elicit answers from Ss around the class.
- Correct any mistakes and explain correct answers.

Answer Key

- | | |
|-------------------|-------------------|
| 1 C (line 4) | 4 A (lines 24-25) |
| 2 A (lines 8-9) | 5 B (lines 29-30) |
| 3 C (lines 17-18) | |

4 **Aim** To practise new vocabulary

- Ask Ss to read the sentences and use words from the **Check these words** box to complete them.
- Allow Ss time to complete the task.
- Check Ss' answers as a class.

Answer Key

- 1 put out 2 remote areas 3 fit 4 training

Grammar

5 **Aim** To present adverbs of manner

- Draw Ss' attention to the grammar box.
- Explain that adverbs of manner describe the way in which we do something.
- Read the examples aloud and ask Ss to think of other examples (e.g. *he runs quickly, she smiles happily, etc*)
- Explain the spelling rules. We usually add -ly, but adjectives ending in -le drop the -e and take -y. Adjectives ending in a consonant +y drop the -y and take -ily.
- Ask Ss to read the text again and find examples of adverbs of manner.
- Elicit answers from Ss around the class.

Answer Key

bravely, quickly, safely

6 **Aim** To practise forming adverbs from adjectives

- Explain the task to Ss and refer them back to the table in Ex. 5.
- Allow Ss time to complete the task and check Ss' answers as a class.

Answer Key

- | | | |
|-------------|-------------|-----------|
| 1 well | 3 carefully | 5 quickly |
| 2 bravely | 4 happily | 6 hard |
| 1 carefully | 3 quickly | 5 bravely |
| 2 hard | 4 happily | 6 well |

Speaking & Writing

7 **Aim** To summarise a text

- Write the headings *job, duties, qualities needed, clothes & equipment* and *feelings* on the board. Ask Ss to write the same headings in their notebooks, with sufficient space under each heading.
- On the board, write *Smokejumper* under the job heading, as an example.
- Ask Ss to read the text again and elicit answers from Ss and make notes under each heading.
- Ask Ss to imagine that they are Zach, and ask various Ss to present their job to the class using their notes.
- As an extension, initiate a question/answer session where the other Ss ask the speaking S about details of the job.

Answer Key

Job: smokejumper

Duties: parachute into remote areas to fight fires

Qualities needed: brave, fit

Clothes & equipment: padded jump jacket, trousers, boots, gloves, face mask, helmet, backpack

Feelings: happy

Suggested Answer Key

A smokejumper parachutes into remote areas to fight fires. To be a smokejumper, you need to be brave and fit. Smokejumpers wear a padded jump jacket, trousers, boots, gloves, a face mask and a helmet. I am a smokejumper, I love my job. It keeps me happy.

8 **Aim** To personalise the topic

- Explain the task and ask Ss to give reasons why they would/wouldn't like to be a smokejumper.
- Allow time for Ss to write a few sentences.
- Ask various Ss to read their sentences to the class.

Suggested Answer Key

I would love to be a smokejumper. I think it is a fantastic job because you get to help save people and forest animals, and you also do something exciting. I wouldn't like to work as a smokejumper. I think it is very dangerous and scary. I wouldn't like to work long hours in difficult conditions.

BACKGROUND INFORMATION

West Yellowstone is a town in Montana next to Yellowstone National Park.

1b Hobbies

Vocabulary

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

- Explain that a hobby is an activity that we do for enjoyment in our spare time.
- Ask Ss to think of as many hobbies as they can and to make a list, then compare it with their partner. Elicit answers.

Suggested Answer Key

model making, stamp/coin collecting, jewellery making, reading, hiking, skateboarding, etc

b) **Aim** To introduce unusual activities

- Draw Ss' attention to the pictures, and play the recording. Play the recording again, with pauses for Ss to repeat individually or chorally.
- Ask Ss if they know any of the activities, and ask them to make suggestions about what each activity involves.
- Ask Ss which activity they would choose to do and why. Also ask which activity they wouldn't like to do and why.

Suggested Answer Key

I have heard of all of these hobbies, but I don't do any of them. I would like to try metal detecting some day. I think it would be fun and I might find buried treasure. I wouldn't like to try ghost hunting because I think it would be quite scary.

Reading

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

- Explain the task and ask Ss to read only the title and the introduction to answer the question.

- Play the recording and ask Ss to follow in their books.

Suggested Answer Key

Nick's hobby involves investigating and recording information about UFO sightings.

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

Suggested Answer Key

fascinated (adj): interested in sth

strange object (n): unusual thing

planet (n): a large object like the Earth that moves around a star

meteor (n): a piece of rock or metal from space that makes a bright light in the sky when it enters the Earth's atmosphere

military plane (n): a plane or aircraft that is used by the military

curious (adj): wanting to learn more

explanation (n): the reason for sth

involve (v): to consist of, include

mostly (adv): most of the time, mainly

investigate (v): to observe and make inquiries about sth

sighting (n): the act of (briefly) seeing sth

interview witness (phr): to ask sb questions who is present when sth happens and has seen sth that may be of use

analyse (v): to examine, make notes and look carefully at sth

hotspot (n): a place where action or events take place

rooftop (n): the outside surface of the roof of a building

hillside (n): slope of a hill

record information (phr): to make notes about details about a specific thing or event

camcorder (n): a portable video camera

telescope (n): a scientific magnifying instrument which allows sb to see stars and other activity in space

device (n): an invention, often a machine

take up (phr v): to start doing an activity as a hobby

enthusiastic (adj): excited about

patient (adj): able to wait without becoming annoyed

find out (phr v): to discover

spot (v): to see sth

b) **Aim** To read for specific information and summarise a text

- Ask Ss to read the text and complete the sentences.
- Allow Ss time to complete the task.
- Elicit answers from Ss and check as a class.

Answer Key

- 1 *He is fascinated by the possibility of life on other planets (line 3)*
- 2 *investigate sightings (line 12)*
- 3 *camcorders, cameras, telescopes and other devices (lines 16-17)*

4 to be enthusiastic and patient (line 24)

- Ask Ss to imagine that they are Nick and to use words from the **Check these words** box to think of things to say about their hobby.
- Allow Ss time to write down a few sentences.
- Ask various Ss to talk about UFO hunting to the class.

Suggested Answer Key

I am fascinated by the possibility of life on other planets, and my hobby is UFO hunting. I look for strange objects in the sky. Most of the time they are meteors or military planes, but not always. I like to find explanations and investigate sightings. I watch for UFOs on rooftops and hilltops, and record information. I use camcorders, cameras and other devices. If you are enthusiastic and patient, you can take up UFO hunting, too. You may spot something!

3 **Aim** To practise new vocabulary

- Draw Ss' attention to the sentences, and ask Ss to complete them with appropriate words depending on their opinion.
- Allow Ss time to complete the task.
- Ask various Ss to read their sentences to the class.

Suggested Answer Key

- 1 I find UFO hunting **exciting** because **there are many UFOs out there and we can't explain what they are.**
- 2 I **don't like** ghost hunting because I **don't believe in ghosts.**
- 3 My hobby is **metal detecting** because I **find a lot of old coins and other interesting things.**

4 **Aim** To read for specific information

- Ask Ss to read the poem.
- Allow Ss time to complete the task.

Answer Key

Present Simple: tries, are, see, 'm, want, does, ...
involve, investigate, interview, analyse, go, record, etc
Present Continuous: is moving, are going out, are thinking, are waiting for

Grammar5 **Aim** To practise the Present Simple and the Present Continuous

- Explain the task, and tell Ss that they must use present simple or present continuous and the words in brackets to complete the sentences and exchanges.
- Allow Ss time to complete the task.

- Elicit answers from various Ss around the class.
- Check Ss' answers.

Answer Key

- 1 do you hang out, go, watch
- 2 does Pete spend, surfs, reads
- 3 are you doing, am painting
- 4 is Jane, is preparing, is going
- 5 Are you coming, am meeting

6 **Aim** To present stative verbs

- Draw Ss' attention to the grammar box.
- Explain that stative verbs are usually only used in the Present Simple form as they describe a state, thought or feeling rather than an action or event. Give examples.
- Explain that some stative verbs are used in the Present Continuous form, but the meaning of the verb changes. Read the example from the box aloud.
- Explain the task and allow Ss time to complete it.
- Elicit answers from Ss around the class.

Answer Key

- 1 believes
- 2 does not/doesn't understand
- 3 am seeing (which means is meeting), Do you want
- 4 loves
- 5 is tasting (which means is trying), smells
- 6 are you looking (which means is staring at)

7 **Aim** To practise the Present Simple and Present Continuous forms in a personalised context

- Explain the task and tell Ss that they should use their own answers to complete the sentences.
- Ask Ss to pay attention to the time expressions used in each sentence.
- Refer Ss back to the grammar box if necessary.
- Check Ss' answers as a class.

Suggested Answer Key

- 1 am going to a football game
- 2 stay in on a Saturday night
- 3 come around to my house
- 4 am doing my homework
- 5 am going to London
- 6 stay in bed late at the weekend

Speaking & Writing8 **Aim** To write about your hobby

- Explain the task, and tell Ss to answer the questions first and then use their answers to write a short paragraph about their hobby.
- Allow Ss time to complete the task.
- Ask various Ss to read their paragraphs to their partners.

Suggested Answer Key

- 1 underwater photography
- 2 scuba diving to take photographs of marine life
- 3 most weekends
- 4 yes – scuba equipment and underwater cameras

My hobby is underwater photography. It involves scuba diving to take photographs of marine life. I practise my hobby almost every weekend. I always go with friends. I have lots of equipment. I have all my own scuba diving gear and two underwater cameras and one underwater video recorder.

1

c Culture Corner

1 **Aim** To introduce the topic

- Read the questions in the rubric.
- Start a discussion about part-time jobs and what kinds of jobs students do.
- Ask Ss about jobs, and write a list of suggested jobs on the board.

Suggested Answer Key

Most university students have part-time jobs such as waiter/waitress or delivery person.

Reading

2 a) **Aim** To predict content of a text

- Draw Ss' attention to the pictures and ask them what kind of jobs they show and what other jobs they think American students have.
- Write Ss' suggestions on the board.
- Play the recording and ask Ss to follow in their books and check.

Answer Key

waiter, delivery person, cashier, customer service, research assistant, teaching assistant, camp counsellor, lab assistant, research assistant, computer lab assistant, office clerk.

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

Suggested Answer Key

cash (n): money in notes and coins

part-time (adj): (of work) lasting for only a few hours

earn (v): to get money in return for work

average wage (phr): the estimated amount of money people get paid across a group

waiting tables (n): what sb does as a waiter or waitress, including taking orders and clearing tables

delivery (n): the bringing of goods to sb

cashier (n): sb who works with a cash register

customer service (n): a company department responsible for helping customers with questions or complaints

available (adj): free

campus (n): an area that contains the main buildings of a university or college

camp counsellor (n): sb who works at a camp, organising events and supervising children

internship (n): a programme for students or graduates to acquire practical career training

profession (n): occupation

experience (n): knowledge or skill in a particular job/activity

clerk (n): an office worker

offer (v): to propose, to give

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

- Explain the task and ask Ss to reread the text.
- Allow Ss time to complete the task.
- Elicit answers from Ss around the class.
- Ask Ss to correct the false statements.

Answer Key

1 F (60% of all university students work.)

2 NS

3 F (They get free room and board.)

4 NS

5 T (The job can often be low-paid or even unpaid.)

3 **Aim** To present synonyms

- Explain the task and remind Ss that synonyms are words with the same meaning.
- Read the list of words aloud and allow time for Ss to read the text and find the synonyms.
- Write the list on the board, and elicit answers from Ss around the class.
- Write the words from the text next to their synonyms and ask Ss to copy the pairs into their books.

Answer Key

1 ideal

3 graduate

5 assistant

2 average

4 room and board

4 **Aim** To consolidate information in a text/
To develop critical thinking skills

- Explain the task, and allow Ss time to think of which job they would like to do and why.
- Allow Ss time to write a short paragraph.
- Ask various Ss to read their paragraphs to their partners.
- Do a class vote for the jobs in the text to see which is the most popular.

Suggested Answer Key

I would prefer to work outdoors, perhaps as a camp counsellor. I like working outdoors and especially with anything related to sports. I think a camp counsellor is a great job because you organise sports and other activities and have fun.

5 **Aim** To compare the topic with Ss' own country

- Explain the task, and allow time for Ss to think about the differences or similarities between the jobs university students do in the USA and the jobs university students do in Ss' own country.
- Ask Ss to write a few sentences.
- Ask various Ss to share their thoughts and read their sentences to the class.

Suggested Answer Key

I think that in my country students do more or less the same jobs that students in the USA do. They mostly work as waiters and delivery people, but they also work in shops and supermarkets as cashiers.

1d Everyday English

1 **Aim** To read for specific information

- Draw Ss' attention to the two adverts, and allow time for Ss to read them.
- Ask Ss what job is being advertised in each advert and who should apply for it.
- Elicit answers from Ss around the class.

Answer Key

A – waiter/waitress, hardworking and reliable people
B – shop assistant, friendly and energetic people

Students or other people seeking part-time work should apply.

2 a) **Aim** To introduce situational language and understand the role of the speakers

- Explain that the dialogue in the task is between an interviewer and job applicant.

- Read the phrases aloud and ask Ss to follow in their books.
- Play the recording for Ss to repeat.
- Ask Ss which of the speakers they think says each of the phrases.
- Draw two columns, labelled 'Interviewer' and 'Job applicant' on the board. Put the phrases according to Ss' suggestions in the appropriate columns.

b) **Aim** To listen and read for context and confirmation

- Play the recording and ask Ss to follow in their books.
- Check Ss' answers as a class, and circle the phrases in the correct columns on the board. Rewrite incorrectly-placed phrases in the correct columns.

Answer Key

Interviewer: *Please have a seat. Tell me a little about yourself. Why do you think you'll be a good shop assistant? Do you have any experience in this type of work?*

Job applicant: *Well, I think I'm hardworking and honest. Here's a letter of recommendation. I can start immediately. Thank you very much for your time.*

3 **Aim** To present synonymous phrases

- Ask Ss to read the dialogue again and suggest which sentences match those in the list.
- Elicit answers for each sentence.
- Explain that there are often two or more ways of saying the same thing.
- Check Ss' answers as a class.

Answer Key

Sit down, please. – Please have a seat.

I'd like to find out about you. – Tell me a little about yourself.

I understand. – I see.

You will hear from me. – I'll be in touch.

Intonation

4 **Aim** To practise intonation when asking different kinds of questions

- Read the information in the box aloud.
- Ask Ss which of the questions in the exercise they expect to have rising intonation, and which they expect to have falling intonation.
- Play the recording.
- Play the recording again with pauses so Ss can repeat each word individually or chorally.

Answer Key

1 falling 2 rising 3 rising 4 falling

Speaking

5 **Aim** To act out a dialogue

- Divide the class into pairs and explain the task. Tell Ss that the dialogue should be about A, the waiter/waitress job from Ex. 1.
- Go through the plan and ask Ss to follow it in their dialogue.
- If they need extra help, refer Ss back to Ex. 2. Tell them to use the same format for their dialogue.
- Ask various Ss to act out their dialogue in front of the class.

Suggested Answer Key

A: Good morning. I'm Sam Brown.

B: Nice to meet you, Sam. Please have a seat.

A: Thank you.

B: So, Sam, tell me about yourself.

A: Well, I'm a student and I'm looking for a part-time job to help pay for university.

B: I see. Why do you think you'll be a good waiter?

A: Well, I'm hardworking and reliable and I like working with the public. People tell me I'm a friendly and helpful person.

B: Do you have any experience in this type of work?

A: Yes. I worked part-time in a café last summer. Here's a letter of recommendation.

B: Oh, that's great! If we offer you the job, when can you start?

A: I can start immediately.

B: OK. I think that's all I need to know. I'll be in touch.

A: Thank you very much for your time.

1e Adventure sports

BACKGROUND INFORMATION

Adventure sports (or extreme sports, as they are often called) are sports that have a higher level of danger, excitement and required skill than regular sports.

Adventure sports have become increasingly popular since the 1990s, with a wide range of sports taking place in the water, on land and in the air. Classic examples are windsurfing, kiteboarding, street luge and rock climbing. Participants need to be fit and be trained in the specific sport, as well as have the appropriate safety equipment.

Vocabulary

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

- Draw Ss' attention to the pictures, and read the list of adventure sports aloud.
- Explain the task and allow Ss time to complete it.
- Play the recording for Ss to check their answers.
- Play the recording again for Ss to repeat the words individually or chorally.

Answer Key

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

b) **Aim** To categorise vocabulary

- Write *land*, *water* and *air* on the board in three columns.
- Ask Ss to look at the pictures again and ask them which of the sports you can do on land, on water and in the air.
- Elicit answers from Ss around the class, and write their suggestions under the appropriate columns on the board.

Answer Key

Land: mountain biking, street luge, motocross racing, speed skiing, rock climbing

Water: windsurfing, free diving, white-water rafting

Air: paragliding

2 **Aim** To practise using new vocabulary

- Ask Ss which of the adventure sports they have done before.
- Ask Ss which of the sports they would like to do, by having a class vote and keeping a tally of how many Ss would like to do each sport.
- Tell Ss to think about why they would like to do their chosen sport.
- Draw Ss' attention to the list and encourage them to think of their own reasons why they want to try the particular sport.
- Divide the class into pairs and ask them to speak to their partner about which sports they have done before, which sport they would like to do and why.
- Select pairs around the class to share their ideas.

Suggested Answer Key

I have tried paragliding before. I really want to try white-water rafting because I like spending time outdoors and I want to try something thrilling.

Listening

3 **Aim** To listen for specific information

- Explain the task and ask Ss to look again at the list of adventure sports.
- Play the recording.
- Elicit answers from Ss around the class.
- Play the recording again and ask Ss which words helped them to identify the sport.
- Check answers as a class.

Answer Key

- A paragliding C mountain biking
B windsurfing

Reading

4 **Aim** To read for gist

- Ask Ss to read only the title and the first sentence of each paragraph in the text.
- Ask Ss what they think the text is about and write their ideas on the board.
- Play the recording and ask Ss to follow in their books.
- Refer back to the board and tick the correct suggestions.

Suggested Answer Key

The text is about a woman who does freediving.

5 **Aim** To read for specific information

- Explain the task, and tell Ss that they must choose the best answer depending on what's written in the text.
- Allow Ss time to read the questions, the possible answers and the text again.
- Elicit answers from Ss around the class and ask them for evidence from the text to justify their answers.
- Check Ss' answers as a class and correct mistakes.
- Explain/Elicit the meaning of the words in the **Check these words** box.

Answer Key

- 1 C line 4 3 B lines 10-12
2 A line 9 4 C lines 15-17

Suggested Answer Key

final (adj): last

deep breath (phr): the act of inhaling deeply to completely fill your lungs with air

dive (v): to plunge into water head first

carry on (phr v): to continue

surface (n): the top edge of sth

hold a record (phr): to have the best result that has ever been achieved

air tank (n): a metal canister filled with compressed air that divers use to breathe underwater

wetsuit (n): a tight-fitting suit that is worn by divers in the sea

goggles (n): tight-fitting glasses that are used to protect eyes

monofin (n): a single flipper that fits both feet, like a fish's tail

flipper (n): shoe-like footwear with long paddles extending from the toes which help with underwater swimming

mermaid (n): a mythical creature which is half-woman, half fish and lives in the sea

champion (n): sb who is the best at sth they do and has won competitions/awards for it

lungs (n): the organs in our body which are like bags and inflate and deflate as we breathe

shrink (v): to get smaller

double in size (phr): to become twice as big

come naturally (phr): to be easy to do because it feels natural

meditation (n): a state of focus, quietness and stillness

hold her breath (phr): to inhale, and not breathe out, but hold the air in her lungs

distraction (n): sth that draws sb's attention away from sth they are doing

bark (v): (of dogs) to make a short loud noise

totally silent (phr): completely without noise

environmental campaign (n): a plan or operation with goals and measures to help the environment

6 **Aim** To practise new vocabulary

- Explain the task and point out that Ss must use the correct form of some of the words.
- Allow Ss time to complete the task.
- Elicit answers from Ss around the class.
- Check Ss' answers as a class.

Answer Key

- 1 shrink 3 totally silent 5 champion
2 held her breath 4 air tank 6 goggles

7 **Aim** To introduce antonyms

- Explain the task and tell Ss that the words given are antonyms (or opposites) of the words in bold in the text.
- Allow Ss time to reread the text and match the antonyms.
- Write the list of provided words on the board and the words in bold in a separate list.
- Ask various Ss to approach the board and draw lines to match the antonyms.
- Check Ss' answers, and ask Ss to complete them in their books.

Answer Key

- 1 shrink 3 busy 5 dangerous
2 new 4 terrific 6 deep

Speaking & Writing

8 a) **Aim** To act out an interview

- Explain the task, and tell the Ss that they should prepare an interview with questions and answers.
- Ask Ss to use the information and vocabulary from the text in their interview.
- Divide the class into pairs and allow time for Ss to prepare.
- Ask various Ss to act out their interviews in front of the class.

Suggested Answer Key

A: How long can you hold your breath?

B: I can hold my breath for up to five minutes.

A: How do you manage to hold your breath for so long?

B: I think my years of practising yoga and meditation have helped me to relax and use my lungs to their full potential.

A: How do you feel when you are freediving?

B: I feel totally comfortable. I love the silence. etc.

b) **Aim** To consolidate information in a text/ To develop critical thinking skills

- Ask Ss to imagine that they are Sara and they are swimming underwater.
- Tell Ss to write a few sentences about the experience and specifically what they can see and how they feel, referring to the text as necessary.
- Allow Ss time to complete the task.
- Select various Ss to read their sentences to their partners or the class.

Suggested Answer Key

I can see dark blue water all around me. There are some fish, too. I feel calm, relaxed and happy. I love how peaceful it is under the water. I feel great!

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

Suggested Answer Key

All these activities can be part of a volunteer holiday.

2 **Aim** To read for specific information

- Ask Ss to read the sentences 1-5.
- Give Ss time to read the text again and mark the sentences accordingly.
- Check Ss' answers.

Answer Key

1 NS 2 T 3 F 4 NS 5 T

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

Suggested Answer Key

volunteer work (n): working for free for a good cause

unpaid work (n): work without wages

charity (n): an organisation that helps needy people

non-profit organisation (n): an organisation that does not aim to make any money

orphan (n): a child whose parents are dead

endangered species (n): a plant/animal in danger of dying out

project (n): a task that requires a lot of effort

community (n): a group of people living in the same area

develop skills (phr): to gain useful knowledge and abilities

practical (adj): hands-on

participate (in) (v): join in

conservation (n): protection of wildlife

wildlife research (n): studying plants/animals

protect (v): to look after

conserve (v): to help sth last a long time

monitor (v): to watch and check sth

effort (n): trying hard to do sth

improve (v): to make sth get better

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

Elicit answers to the question on the rubric from Ss around the class.

Answer Key

Educational projects – teaching English & Maths

Construction projects – building schools

Conservation projects – doing wildlife research or protecting endangered animals

4 **Aim** To consolidate new vocabulary

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

1f Voluntary work

Vocabulary

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

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

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

- Elicit Ss' guesses about how the activities can be related to a volunteer holiday.

Answer Key

- | | | |
|--------------|-------------|------------|
| 1 non-profit | 4 volunteer | 7 foreign |
| 2 improve | 5 community | 8 research |
| 3 difference | 6 monitor | |

Grammar**5 Aim** To practise infinitive and -ing forms

- Revise infinitive & -ing forms.
- Give Ss time to complete the task and then check Ss' answers.
- Refer Ss to the Grammar Reference section.

Answer Key

- | | | |
|---------------|-----------|--------------|
| 1 to starting | 3 working | 5 go |
| 2 to do | 4 to find | 6 to working |

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

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

Answer Key

*My brother would love to get a top job.
My best friend doesn't want to start his own business.
I hope to get a summer job this year.
My sister hates dressing smartly.
Tomas doesn't mind working in an office.
My dad is used to working in an office.*

7 Aim To revise comparative forms

- Read the examples aloud and elicit what type of comparisons each sentence makes from Ss around the class.
 - 1 – to compare two people/things
 - 2 – to compare three or more people/things
 - 3 – to show something is/isn't similar in some way
 - 4 – to show something is increasing
 - 5 – to show the degree of difference between things
- Elicit further examples in the text from various Ss.

Answer Key

more and more, more, brighter than

8 Aim To practise comparisons

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

Answer Key

- | | | |
|--------------------|-------------------|----------|
| 1 more interesting | 4 the most tiring | 7 easier |
| 2 the least | 5 the happiest | |
| 3 harder, harder | 6 more, better | |

9 Aim To practise key word transformations

- Read the rubric aloud and then give Ss time to write new sentences using the word in bold.
- Ask various Ss around the class to read their sentences aloud.

Answer Key

- | |
|----------------------------|
| 1 good at organising |
| 2 had difficulty writing |
| 3 looking forward to going |
| 4 is not as good |

10 Aim To personalise the topic

- Give Ss three minutes to write a few sentences in answer to the question in the rubric.
- Ask various Ss around the class to share their answers with the class.

Suggested Answer Key

I would like to go on a volunteer holiday to teach children English/to help build schools in poor villages/to help conserve wildlife.

1g Skills**Vocabulary****1 a) Aim** To present new vocabulary

- Draw Ss' attention to the pictures.
- Play the recording, and ask Ss to follow in their books.
- Play the recording again with pauses for Ss to repeat individually or chorally.

b) Aim To personalise the topic

- Ask Ss which jobs are popular in their country and write a list on the board.
- Take a class vote to see which Ss would like to do each job. Keep a tally next to each job.
- Ask Ss to think about why they would like to do their selected job.
- Repeat the vote for jobs from the list that Ss wouldn't like to do. Keep a similar tally in a different colour.
- Ask Ss why they wouldn't like to do those jobs.

Suggested Answer Key

*Working as a delivery person is a popular job for students in my country.
I would like to be a video game tester because I love video games. I wouldn't like to be a gardener. I think it would be very tiring.*

2 **Aim** To present a text type and to read for cohesion and coherence

- Draw Ss' attention to the text.
- Ask Ss what they think this is and what it is used for. Elicit answers from Ss around the class.
- Explain the gap-fill task and allow time for Ss to complete it. Ask Ss around the class to say which missing word goes where.
- Check Ss' answers.

Answer Key

It is a CV.

It is for a job application.

- | | |
|--------------|---------------------|
| 1 Degree | 5 Waitress |
| 2 University | 6 Shop |
| 3 grades | 7 Interests |
| 4 Lifeguard | 8 travelling abroad |

Listening

3 **Aim** To listen for key information

- Explain the task and read out the **Study Skills** box.
- Ask Ss to read the list of names and the jobs. Elicit what each job is about.
- Play the recording. Ss listen and match. Play the recording again with pauses for Ss to check their answers.
- Check Ss' answers.

Answer Key

- 1 D 2 G 3 E 4 C 5 A

Speaking

4 **Aim** To practise asking for personal details

- Explain the task and draw Ss' attention to the questions in the box.
- Refer Ss back to the text in Ex. 2 for answers.
- Divide the class into pairs and allow time for Ss to ask and answer.
- Ask various pairs to act out their interview in front of the class.

Suggested Answer Key

A: How old are you, Ruth?

B: I'm 22.

A: Are you married or single?

B: I'm single.

A: What qualifications do you have?

B: I have a degree in English Literature and French.

A: What kind of experience do you have?

B: I worked as a lifeguard, a waitress and a shop assistant.

A: What are your hobbies and interests?

B: I enjoy learning foreign languages, swimming, scuba diving and travelling abroad.

5 **Aim** To practise writing in a specific style

- Explain the task to Ss.
- Remind Ss to use the CV in Ex. 2 as a model.
- Allow Ss time to complete the task.
- Ask various Ss to read their CVs aloud to the class.

Suggested Answer Key

CV

Boris Martin

6 Elm Street

35163, Aurora

New Zealand

bmartin@gmail.com

Date of birth: 06/04/1994

Education

2009-2012

Secondary School, Aurora

Work Experience

Summer 2012

Waiter, Dave's Restaurant, Aurora

Summer 2011

Lifeguard, Aurora Community Centre, Aurora

Hobbies & Interests

Swimming, hiking and reading crime novels.

1h Writing

1 **Aim** To read for gist and to identify a writing style

- Ask Ss to read the letter.
- Draw Ss' attention to the question in the rubric, and elicit answers from around the class.

Answer Key

To apply for a job

2 **Aim** To read for specific information

- Read through the list and ask Ss to read the letter again and make a note of which points are included. Remind Ss to write which paragraphs the information appears in.
- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

Items included: 1, 3, 6, 7

1 – paragraph 3

3 – paragraph 4

6 – paragraph 2

7 – paragraph 1

3 **Aim** To present formal and informal language

- Draw Ss' attention to the **Writing Tip** and read through the tips for formal writing.
- Explain that Ruth's letter uses formal writing, and give Ss a few minutes to identify and underline some of the formal phrases.
- Explain that the informal phrases in the list have a meaning similar to the formal phrases in bold in the text.
- Give Ss time to match the phrases.
- Elicit answers from Ss around the class.

Answer Key

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

Writing

4 **Aim** To write a cover letter

- Draw Ss' attention to the advert and explain that they should write a letter applying for this job.
- Ask Ss to follow the plan presented.
- Refer Ss back to the **Writing Tip** and ask them to use a formal style in their letters. Write the sentences in the **Useful Language** box on the board and ask Ss to copy them into their notebooks and use them to write their letters.
- Refer Ss to **Writing Bank 1** for more information.

Useful language for writing cover letters

Reason for writing

I am writing to apply for the position of ... which was advertised in

With reference to your advertisement in ..., I am interested in applying for the position of

Qualifications/Experience

I am a student at

I have a degree in

I am studying for a Master's degree in

I have no experience in

Although I have no experience, I feel that I would be suited for the post.

Personal qualities

I am reliable/hardworking/careful.

People say I am

I consider myself to be

Availability/Contact details

I am available for an interview

I would be grateful if you would consider me for the position.

I am available for an interview at your convenience.

I can be contacted at ..., or by telephone on

I look forward to hearing from you.

- Ask Ss to write 120-150 words and to check their writing using the advice in the **Study Skills** box (read it aloud and explain if necessary).
- Ask various Ss to read their letters to the class.

Suggested Answer Key

Dear Sir/Madam,

I am writing to apply for the position of part-time shop assistant which was advertised in the Daily Gazette on 27th May.

I am 18 years old and studying English at university. I feel that a part-time job at a bookshop would be of great value to me.

I worked in a small bookshop two years ago and in the local library for two months last summer.

I consider myself to be a very hardworking and enthusiastic person. I enjoy working with the public and am very friendly and helpful.

Please find enclosed a copy of my CV. I am available for an interview at any time. I look forward to your reply.

Yours faithfully,

Lisa Brown

1 i Curricular: PSHE

1 **Aim** To introduce the topic

- Read the dictionary definition of *career* to the class.
- Ask the class why they think it's important to choose the right career.
- Write Ss' ideas and suggestions on the board.

Suggested Answer Key

It is important to choose the right career because if you do something that you like and enjoy your work, then you will be happy in life.

2 a) **Aim** To predict the topic of a text

- Ask various Ss what kind of career they'd like to have.
- Write Ss' ideas on the board to identify a range of 'dream jobs' and chosen careers.
- Allow Ss time to complete the quiz.
- Write A, B and C (quiz results) on the board and do a class vote to see how many students belong to each category.

Suggested Answer Key

I would like to become a vet.

b) **Aim** To analyse a quiz result

- Ask how many Ss agree with their quiz results and how many don't agree.
- Elicit reasons as to why the Ss agree or don't agree with their results.

(Ss' own answers)

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

Suggested Answer Key

key (n): important element

suit (v): to match

skills (n): special abilities

interest (n): sth that sb is curious or enthusiastic about

useful (adj): effective/practical

blanket (n): a thick covering used on beds to keep people warm

comfort (v): to make sb feel better

mood (n): emotion

by myself (phr): alone

agree (on) (v): to have the same opinion of sth as sb else

spontaneous (adj): acting on impulse

down-to-earth (adj): logical

engineer (n): sb who plans, constructs and manages an engineering project (e.g. building, machine operating, etc)

electrician (n): sb who works with electrics

social worker (n): sb who works with people and social problems

psychologist (n): sb who provides emotional therapy and is involved with testing and research concerning the mind

film director (n): sb who oversees the filming of a film and tells the actors what to do

c) **Aim** To expand the topic and express a personal opinion

- Read the rubric aloud and allow Ss three minutes to consider the question and formulate their answers.
- Ask various Ss to share their answers with the class.

Suggested Answer Key

Yes, I do. For example, it is obvious that creative or artistic people make better fashion designers, interior designers or film directors./No, I don't. I think anyone can do whatever they want if they study hard and work hard.

3 **Aim** To practise new vocabulary

- Explain the task and tell Ss to use words only from the **Check these words** box.
- Allow Ss time to complete the task.
- Check Ss' answers.

Answer Key

1 down-to-earth 3 spontaneous 5 by myself
2 skills 4 engineer

4 **Aim** To research and present further ideas about a career

- Explain the task and ask Ss to think about a career that suits them.

- Give Ss time to collect information using the Internet or other resources and ask various Ss to present their chosen career to the class.

Suggested Answer Key

I would like to become a History teacher. To be a good History teacher, you need to have a passion for history and enjoy sharing this knowledge with others. You also need to be very communicative and patient with students. A History teacher's duties include preparing lessons, delivering lessons and correcting papers. History teachers earn reasonably good wages.

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 down 3 down 5 out 7 into
2 up 4 round 6 off

2 **Aim** To practise prepositional phrases

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

Answer Key

1 of 2 for 3 for 4 out of, into

3 **Aim** To form person 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 director 3 interviewer 5 designer
2 tourist 4 attendant 6 electrician

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

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

Answer Key

1 long 4 put out 7 part-time 10 hold
2 wages 5 breath 8 read
3 zone 6 shifts 9 double

GAME

Aim To consolidate vocabulary from the module

- Divide the class into two teams. Each team takes turns writing or saying a sentence with one of these words/phrases: *put out fires, tough job, average wage, camp counsellor, deep breath, hold a record, secret shopper, apply for*.
- Each correct sentence earns one point. If the sentence is incorrect the team loses a point. The team with the most points after all the words/phrases have been used wins.

Suggested Answer Key

Firefighters **put out fires**.

Smokejumpers have a very **tough job**. It's very difficult.

What's the **average wage** for waiters in your country?

Camp counsellors supervise children at a camp.

Take a **deep breath** and jump in the waves.

Sara Campbell **holds** four **records** in freediving.

Secret shoppers pretend to be customers in order to check how good the customer service is.

He **applied for** a job as a waiter.

Quiz

Answer Key

- | | |
|----------------------------------|-------------------|
| 1 T | 4 T |
| 2 F (Unidentified Flying Object) | 5 T |
| 3 T | 6 F (You should.) |

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

Suggested Answer Key

Quiz

- 1 Smokejumpers only fight forest fires. (T)
- 2 Internships are well paid. (F – They are unpaid/poorly paid.)
- 3 Camp counsellors don't have to pay for their accommodation. (T)
- 4 Sara Campbell has small lungs. (F – She has big lungs.)
- 5 You need to be caring to be a surgeon. (F – You need to be realistic and down-to-earth.)
- 6 A creative person would be a good fashion designer. (T)

Skills 1

Listening

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

- Ask Ss to read the rubric and then think of problems related to different jobs and make notes.
- Ask Ss to compare their answers with their partner and then check Ss' answers on the board.

Suggested Answer Key

Nurse – headache, swollen ankles, sore feet

Painter – backache, stiff neck, etc

2 **Aim** To listen for specific information

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

Answer Key

Speaker 1 – B

Speaker 3 – D

Speaker 5 – C

Speaker 2 – A

Speaker 4 – F

Suggested Answer Key

- 1 40-hour week, after hours, at weekends, paperwork endless
- 2 dream job, new place, 24/7, 12-hour shifts, aching feet, headaches
- 3 slight risk, always follow safety procedures
- 4 neck and shoulder pain
- 5 vocalist, my voice

Reading

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

- Ask Ss to look at the title of the text and the picture and then skim read the text to get the gist of what it is about.
- Elicit answers.

Answer Key

The text is about a family of stunt people.

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

- Explain the task to Ss.
- Ask Ss to read the text again.
- Allow Ss time to complete the task.
- Elicit answers from Ss around the class.

Answer Key

1 NS

2 T

3 T

4 T

Speaking

4 a) **Aim** To make and justify a decision

Give Ss time to read the rubric and then ask Ss to work in pairs and take turns to complete the task. Monitor the activity around the class and then ask various Ss to report their decisions and reasons to the class.

Suggested Answer Key

If I were you, I would choose between being a babysitter and being a lifeguard. I wouldn't work in a supermarket as a cashier because although it is a responsible job and you would meet lots of people, you would probably have to work shifts and it would be very boring and repetitive work. Also, you would be stuck indoors all the time.

I think babysitting would be a good job because you are very good with children. Also, you would probably only have to do it in the evenings so you would have most of your days free. On the other hand, you may not have the opportunity to earn very much money.

Therefore, I think you should go for a job as a lifeguard. You are very good at sports and so you have the swimming ability needed. Also, you get to spend the whole summer on the beach. Finally, you would have all your evenings free and I think it would be good experience for the future. It would also be good to have a position of responsibility like this on your CV.

b) **Aim** To analyse a model answer

- Play the recording. Ss listen and say which job the speaker chooses and why.
- Elicit if Ss agree with the speaker.

Answer Key

The speaker chooses the lifeguard job because she thinks that it would be a good match to her friend's skills, it would be more enjoyable to be on the beach than indoors in the summer. Also, she thinks it would be good to have such a position of responsibility on her CV for the future.

Grammar

5 **Aim** To complete a text and check for lexico-grammatical correctness

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

Answer Key

- | | | |
|-------------|--------------|---------|
| 1 comes | 4 to make | 7 to go |
| 2 Finding | 5 earlier | |
| 3 will help | 6 to take on | |

Writing

6 **Aim** To analyse a rubric, make notes and write a letter of application

- Explain the task and ask Ss to read the rubric and make notes under the headings: *where you saw the advert, why you think you could be a good chef and questions about the course.*

Suggested Answer Key

where you saw the advert – Daily Gazette 28th April, I want a career as a chef

why you think you could be a good chef – hardworking, love of food, quick learner, kitchen assistant in café, worked at a snack bar

questions about the course – Please send me an application form & details of the enrolment requirements? What is course content and length?

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

Suggested Answer Key

Dear Sir/Madam,

I would like to apply for the chef training course which I saw advertised in the Daily Gazette on 28th April as I am very interested in pursuing a career as a chef.

I am currently working as a part-time kitchen assistant at a local café. I also worked at a snack bar last summer. I love food and I consider myself to be hardworking and enthusiastic. I am also a quick learner.

Please could you send me an application form and details of the course content? I would also like to know the length of the course and the enrolment requirements.

Thank you very much. I look forward to hearing from you.

*Yours faithfully,
John Smith*

Russia 1

Reading & Listening

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

- Read the questions in the rubric.
- Start a discussion about the area and what lives there.
- Write a list of suggested answers on the board.

Suggested Answer Key

Many different animals, including the Baikal Seal live there.

b) **Aim** To predict content of a text

- Ask Ss to look at the pictures and ask what they know about ice diving.

- Elicit how to ice dive in Lake Baikal.
- Write Ss suggestions on the board.
- Play the recording. Ss follow in their books and check.

Answer Key

You cut a large hole in the ice as an entrance and exit point.

2 **Aim** To read for specific information

- Explain the task and ask Ss to reread the text.
- Allow Ss time to complete the task.
- Elicit answers from Ss around the class.
- Ask Ss to correct the false statements.

Answer Key

- 1 F (... freshwater lake)
- 2 T
- 3 NS
- 4 T
- 5 F (... beauty of the ice that covers the lake in winter.)
- 6 F (... to help them find their way back to the hole.)

3 **Aim** To consolidate new vocabulary

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

Suggested Answer Key

diving (n): an underwater sport/activity using special breathing equipment

freshwater (adj): containing water that is not salty

lake (n): a large body of water surrounded by land

destination (n): the place where someone is going

truly (adv): really, genuinely as stated

natural beauty (n): attractive quality or feature found in nature

biodiversity (n): many different types of plants and animals in their natural environment

host (n): an area where certain plants and animals live

flora (n): plants which grow in a specific area

fauna (n): animals which live in a specific area

invisible (adj): not able to be seen

dive (n): the act of going underwater using special breathing equipment

sheet of ice (n): a large area of frozen water covering the surface of sth

surface (v): to come up from under the water

entrance (n): the opening or way to come or go into a place

exit point (n): the opening or way to leave a place

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

Answer Key

- | | |
|-------------------|-----------------|
| 1 freshwater lake | 3 sheets of ice |
| 2 invisible | 4 host |

4 **Aim** To consolidate information learnt from a text

- Explain the task and ask Ss to look back through the text and write down some notes.
- Give Ss time to complete the task and then ask some Ss to present their answers to the class.

Suggested Answer Key

- *prepare dive carefully, can be dangerous*
- *cut a large hole in the ice to enter and exit*
- *draw lines in the ice that they can see from underwater*
- *when everything is ready and safe, they dive in*

An ice diver in Lake Baikal must prepare the dive carefully because it can be dangerous. First, they cut a large hole in the ice to use to enter and exit. They also draw lines in the ice that they can see from underwater to make sure they can get back to the hole. When everything is ready and safe, they dive in!

5 **Aim** To personalise the topic

- Explain the task to Ss.
- Tell Ss to find information and write a paragraph.
- Ask various Ss to read their paragraphs to the class in the next lesson.

Module 2

Culture and Stories

Topic

In this module Ss will explore the topics of cultural activities and experiences, stories, films, books and travel.

Modular page

25

Lesson Objectives: Overview of the module

Vocabulary: Cultural activities (*taking a guided tour of a museum, attending a rock concert, having a ballet lesson, reading a classic novel, practising playing the flute, watching traditional dancing*)

2a Seeing the world

26-27

Lesson Objectives: To listen and read for gist, to read for specific information, to learn the Past Continuous affirmative, to listen for specific information and sequence of events

Vocabulary: Travel experiences (*He got caught in bad weather., He made friends with the locals., He caught the wrong bus., He tried some spicy food., He travelled on an oxcart., His backpack got stolen., He went on a boat trip and got seasick., He got bitten by mosquitoes.*); Verbs (*head back to, buzz around, bite, share, grab*); Phrasal Verbs (*end up, pass by, run after*); Nouns (*culture, experience, adventure, sack, long-tail boat, bush, passport, embassy*); Phrase (*in the middle of nowhere*)

2b Times change

28-29

Lesson Objectives: To listen and read for gist, to read for specific information, to learn the Past Continuous negative, interrogative & short answers, to compare the Past Continuous and the Past Simple, to describe a series of events

Vocabulary: Verbs (*calculate, respond, fade*); Nouns (*brainchild, argument, search engine, commitment, popularity, criticism, investor, performance, headquarters*); Adjectives (*user-friendly, complicated, frustrating, catchy, neat*); Past participle (*inspired*); Phrase (*a fair amount*)

2c Culture Corner

30

Lesson Objectives: To listen and read for gist, to read for specific information, to write a short text about a popular musician in your country

Vocabulary: Nouns (*string, sensation, social media, lyrics, icon, pop culture*); Adjectives (*phenomenal, outrageous, reigning*); Phrase (*play by ear*)

2d Everyday English

31

Lesson Objectives: Expressing opinions, intonation when expressing feelings

Vocabulary: Sentences (*What was it like?, It was fantastic!, The dancers were amazing!, Did you enjoy it?, Not really., It was nothing special.*)

2e Amazing performances

32-33

Lesson Objectives: To listen and read for gist, to read for specific information, to learn used to, to summarise a text

Vocabulary: Verbs (*gather, gallop, reveal*); Phrasal verb (*start out*); Nouns (*ancient times, lantern, ribbon, kaleidoscope, crowd, acrobatics, emotion, whip, somersault, loyalty, bravery, warrior, cruelty*); Adjectives (*hanging, grand, fiery, sharp, high-pitched, wild*); Phrase (*fall in love with*)

2f Haunted buildings

34-35

Lesson Objectives: To listen and read for gist, to read for specific information, to learn the past perfect and past perfect continuous, to practise key word transformations

Vocabulary: Verbs (*explore, found, wander, march*); Phrasal verbs (*stand out, find out*); Nouns (*ancient wall, medieval cathedral, cobbled street, ghost, shield, spear, ghostly attraction*); Adjectives (*haunted, historic, fascinating, spooky, terrified*); Phrase (*go missing*)

2g Skills

36

Lesson Objectives: To read a bar graph, to listen for specific information, to talk about reading habits

Vocabulary: Types of books (*classic novel, crime thriller, non-fiction, biography, horror, adventure, romance, science fiction, fantasy*)

2h Writing

37

Lesson Objectives: To write a story

2i Curricular: ICT

38

Lesson Objectives: To listen and read for gist, to read for specific information, to write about a social network

Vocabulary: Verbs (*post, personalise, browse, interact, expand, promote*); Nouns (*social networking site, connection, user-friendly interface, profile, login name, contact, community, media, blogger, trend*); Adjectives (*straightforward, independent, tight-knit*)

Language in Use 2

39

Lesson Objectives: To learn/practise phrasal verbs with *fall, get & give*, to learn/practise prepositional phrases, to form abstract nouns from verbs, to practise collocations, to do a quiz, to write a quiz

Skills 2

40-41

Lesson objectives: To listen for key information, to read for gist and key information, to give a talk, to write a story

Russia 2

42

Lesson Objectives: To learn/review shapes, to listen and read for gist, to read for specific information, to talk and write about the balalaika

Vocabulary: Nouns (*folk music, balalaika, string, salon, solo concert, orchestra, exhibition, upper class, identity*); Verbs (*perform*); Adjective (*national*); Phrasal Verb (*look down on*); Shapes (*triangular, square, rectangular, round, oval*); Phrase (*take seriously*)

► What's in this module?

Read the title of the module *Culture & Stories* and ask Ss to suggest what they think the module will be about (*the module is about cultural activities and experiences*). Go through the topic list and initiate a discussion to prompt Ss' interest in the module.

Vocabulary

1 **Aim** To present vocabulary for cultural activities

- Ask Ss to look at the phrases A-F and then the pictures 1-6. Elicit which phrase matches which picture.
- Play the recording. Ss listen and check their answers.
- Play the recording again with pauses for Ss to repeat chorally or individually.

Answer Key

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

2 **Aim** To practise the Past Continuous

- Explain the task and read out the example. Point out that the verb forms in the examples are in the Past Continuous. Elicit the form *I/he/she/it + was + verb -ing*/*we/you/they + were + verb -ing*. Explain that we use this tense to talk about actions which were happening at a certain time in the past.
- Elicit the remaining answers from various Ss.

Answer Key

- They were taking a guided tour of a museum.
- She was practising playing the flute.
- They were watching traditional dancing.
- They were having a ballet lesson.
- They were attending a rock concert.

OVER TO YOU!

Aim To personalise the topic

Elicit answers to the question from various Ss.

Suggested Answer Key

Last weekend I watched some traditional dancing. It was fascinating.

2a Seeing the world

Vocabulary

- 1 a) **Aim** To present new vocabulary related to travel experiences
- Direct Ss' attention to the pictures 1-8 and read out the gapped descriptions.
 - Go through the phrases in the rubric and explain/elicite the meanings of any unknown words.
 - Give Ss time to complete the sentences under the pictures.
 - Play the recording. Ss listen and check their answers, then repeat the completed sentences chorally or individually.

Answer Key

- | | | |
|--------------|--------------|--------------|
| 1 got caught | 4 tried | 7 went on |
| 2 made | 5 travelled | 8 got bitten |
| 3 caught | 6 got stolen | |

- b) **Aim** To talk about travelling experiences

- Explain the task and read out the example exchange.
- Give Ss time to talk in pairs about any of the travelling experiences they have had following the example.
- Monitor the activity around the class and then ask some pairs to tell the class.

Suggested Answer Key

- A: I once got my backpack stolen in Egypt. I never got it back. What about you?
B: I once caught the wrong train and ended up in London.

Reading

- 2 **Aim** To predict the content of the text and read for gist
- Direct Ss' attention to the pictures 1-8 again and elicit Ss' guesses about what happened to John.
 - Play the recording. Ss listen and follow the text on p. 27 and check.

Answer Key

John caught the wrong bus in India. He travelled on an oxcart, got caught in bad weather and got bitten by mosquitoes. In Thailand he got his backpack stolen.

BACKGROUND INFORMATION

Chicago, USA, is the largest city in the US state of Illinois. It lies beside Lake Michigan and two rivers. The city attracts millions of tourists every year.

Delhi, India, is the second-largest city by population in India. It is located on the banks of River Yamuna, and it is the capital city of India.

Agra, India, is located on the banks of River Yamuna, and it is densely populated. It attracts a lot of tourists every year who visit to see the Taj Mahal and Agra Fort.

Phi Phi Islands, Thailand, are six islands of amazing natural beauty which are popular tourist destinations for people who want to go diving or kayaking or visit the islands' caves.

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

- Give Ss time to read the text again and complete the sentences.
- Check Ss' answers around the class.

Answer Key

- 1 the Taj Mahal in Agra ... a small village in the middle of nowhere (lines 5-6)
 - 2 oxcart (lines 7-8)
 - 3 four hours (line 11)
 - 4 seasick (line 15)
 - 5 a monkey stole his backpack (lines 18-19)
- 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

culture (n): the customs, ideas and art of a society/era
experience (n): sth that a person felt, saw or took part in

adventure (n): an exciting or unusual experience

end up (phr v): to eventually arrive

in the middle of nowhere (phr): in a place far away from large cities or towns

pass by (phr v): to go past sth or sb

sack (n): a big bag used for storing or carrying large amounts of sth

head (back to) (v): to go back to

buzz (around) (v): (of insects) flying around sth or sb and making a noise

bite (v): (of an insect) to make a hole in your skin

share (v): to divide food, money, goods etc and give part of it to sb else

long-tail boat (n): a boat found in Thailand

grab (v): take or seize sth quickly

bush (n): large plant with branches but smaller than a tree

run after (phr v): to chase after sth or sb

passport (n): official document you need to enter or leave a country

embassy (n): the building that represents a government in a foreign country

4 **Aim** To consolidate new vocabulary and distinguish between words often confused

Explain the task and elicit the correct word in each sentence. Explain/Elicit why the other option is inappropriate.

Answer Key

- 1 shared (divide: split in two)
- 2 caught (grab: hold abruptly)
- 3 biting (bees sting)
- 4 blowing (puff: exhale smoke)
- 5 reach (arrive in/at)

Grammar

5 **Aim** To present the Past Continuous (affirmative)

- Go through the table with Ss and explain the Past Continuous. Explain that we form the past continuous affirmative with *was/were + the base form of the verb + -ing*.
- Go through the spelling rules on the board and give further examples.
- Direct Ss back to the text on p. 27 and elicit all past continuous forms.

Answer Key

I was travelling, was passing by, I was sitting, we were heading, it was raining, mosquitoes were buzzing, he was smiling and laughing, I was visiting, the wind was blowing, I was feeling, monkeys were running, I was feeding.

6 **Aim** To practise the Past Continuous

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

Answer Key

- | | |
|---------------|---------------|
| 1 was riding | 4 were buying |
| 2 were taking | 5 was writing |
| 3 was taking | |

Speaking

7 **Aim** To personalise & practise the Past Continuous

- Ss talk in pairs and make sentences using the prompts and the Past Continuous.
- Ask various pairs to read out their sentences.

Suggested Answer Key

At 9 o'clock last night, I was doing my homework.

Yesterday morning, I was helping my mum with the housework.

At 10 o'clock this morning, I was studying in the library.

Listening, Speaking & Writing

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

- Explain the task and ask Ss to read through the events A-E.
- Play the recording. Ss listen and order the events.
- Check Ss' answers.

Answer Key

A 5 B 2 C 4 D 1 E 3

b) **Aim** To write a short account of a story based on a listening task

- Explain the task and play the recording again if necessary.
- Give Ss time to write a short summary of the events in the listening task.
- Ask various Ss to read out their accounts to the rest of the class.

Suggested Answer Key

I was travelling in Ecuador and I decided to go on a kayaking trip. At first it was great then the river started moving faster. My kayak hit a rock and I fell out into the river. Suddenly, I saw a crocodile in the water; it was swimming closer to me! I was screaming. Then I realised it was just a branch. I was so relieved.

Aim To consolidate information in a text

- Give Ss three minutes to write a few sentences about their favourite story from p. 27.
- Ask various Ss to read out their sentences to the class.

Suggested Answer Key

I enjoyed the adventure where John visited the Phi Phi Islands. The long-tail boat journey didn't sound like much fun, but I really liked the part where a monkey took his bag. It made me laugh.

2b Times change

Reading & Speaking

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

- Elicit a brief explanation of Google (*a popular search engine*). Ask Ss to guess how it got started.
- Play the recording. Ss listen and follow the text in their books to find out.

Answer Key

It got started in 1998 by two college students, Larry Page and Sergey Brin, at Stanford University.

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

- Ask Ss to read the questions 1-5 and then give Ss time to read the text again and mark them accordingly.
- Check Ss' answers. Ss should justify their answers.

Answer Key

- 1 F (lines 3-4) 3 F (lines 11-12) 5 T (lines 25-26)
2 F (line 6) 4 F (lines 20-21)

- 3 **Aim** To consolidate new vocabulary

- 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

brainchild (n): an idea or invention sb thinks of

argument (n): a disagreement

search engine (n): a computer programme that searches for web pages that contain certain words on the Internet

commitment (n): a promise to do sth

user-friendly (adj): easy to use

complicated (adj): complex, difficult to understand

frustrating (adj): annoying because you cannot do anything about the problems sth causes

popularity (n): the quality of being liked by a lot of people

calculate (v): to work out

a fair amount (phr): quite a lot

criticism (n): negative comments

investor (n): sb who gives money to fund a project for a share of the profits

catchy (adj): easy to remember

inspired (pp): getting ideas and a sense of enthusiasm from sth

neat (adj): tidy, ordered

performance (n): the way sth does its job

headquarters (n): the head offices of a company or organisation

respond (v): to reply

fade (v): to slowly become less

- Ask Ss to use words from the **Check these words** box to complete the sentences.
- Check Ss' answers around the class.

Answer Key

- 1 user-friendly 3 frustrating 5 criticism
2 catchy 4 headquarters

- 4 a) **Aim** To summarise a text

Ask various Ss around the class to tell a summary of the text to the rest of the class.

Suggested Answer Key

Larry Page and Sergey Brin invented Google. They met at Stanford University in 1995. They decided to create a search engine that listed results according to their popularity. They thought of the name because it is like googol (one followed by 100 zeros). They set up their office in a friend's garage in 1998 and Google went online. In 2000, they introduced 10 foreign language versions. Today Google handles a billion search requests per day.

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

- Give Ss time to prepare their answers.
- Ask various Ss around the class to read their sentences to the rest of the class.

Suggested Answer Key

There are other search engines like Bing and Yahoo so I think people would use them. I think they would find it inconvenient and they would be happy to get Google back.

Grammar

- 5 **Aim** To present the Past Continuous (negative, interrogative & short answers)

- Read the table aloud and elicit how we form the negative in the Past Continuous (*wasn't/ weren't + the base form of the verb + -ing*). Elicit how we form the interrogative in the Past Continuous (*was/were + personal pronoun + base form of the verb + -ing*) and short answers (*Yes/No + personal pronoun + was/ wasn't*).
- Drill Ss using the examples in the table.

- 6 **Aim** To practise the interrogative and full answers in the Past Continuous

- Explain the task and read out the example.
- Ss complete the task and then check Ss' answers by asking various Ss to read their questions and answers aloud.

Answer Key

- 2 Were search engines listing results according to popularity before Google? No, they weren't. They were listing them according to the number of times the search term appeared on a page.
- 3 Were Larry and Sergey working from their house in 1998? No, they weren't. They were working from their friend's garage.
- 4 Were people using Google in 1998? Yes, they were.

7 **Aim** To practise the Past Continuous interrogative using personal examples

- Explain the task and read out the example.
- Give Ss time to complete the task in pairs and then check Ss' answers by asking pairs to ask and answer in front of the rest of the class.

Suggested Answer Key

- 2 A: Were you walking in the park last Sunday afternoon?
B: No, I wasn't. I was doing my homework.
- 3 A: Were you chatting on the phone an hour ago?
B: No, I wasn't. I was sitting in my Maths lesson.
- 4 A: Was your friend eating dinner at 8 o'clock last night?
B: No, he/she wasn't. He/She was chatting on the phone.
- 5 A: Were your parents working last Saturday morning?
B: No, they weren't. They were shopping.

8 **Aim** To compare the Past Continuous and the Past Simple

- Read the theory aloud and explain when we use the Past Continuous (for actions happening at a specific time in the past and for two actions happening at the same time in the past and for a past action happening when another action interrupted it) and when we use the Past Simple (for completed actions in the past and for actions which happened one after the other in the past).
- Elicit examples from the text on p. 28.

Answer Key**Past Continuous**

actions happening at a specific time in the past: in 1995 while they were studying

a past action happening when another action interrupted it: while they were developing their search engine they realised

Past Simple

completed actions in the past: they met in 1995

actions which happened one after the other in the past: Larry and Sergey set up their office ... and Google went online

9 **Aim** To practise the Past Continuous and the Past Simple

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

Answer Key

- | | |
|------------------|----------------|
| 1 were receiving | 6 was growing |
| 2 appeared | 7 wanted |
| 3 were speaking | 8 was becoming |
| 4 started | 9 had |
| 5 became | 10 got |

Speaking & Writing

10 **Aim** To describe a series of events

- Explain the task and give Ss time to prepare their answers.
- Ask various Ss to read out their answers to the class.

Suggested Answer Key

I was studying at St Petersburg University and people were asking for a website with students' profiles so I decided to do something about it. I launched Vkontakte in 2006. Some senior students said that I stole ideas from them when I was working on a similar project with them, but this didn't stop me.

2c Culture Corner

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

- Read the words in the list aloud and elicit Ss' guesses as to how they are related to Emma Watson.
- Play the recording. Ss listen and follow the text in their books and find out.

Answer Key

Harry Potter – she starred in the Harry Potter films.

Brown University – she studied for her degree in English literature there.

UN – she became a UN Women Goodwill Ambassador

Time – this magazine named her as one of the most influential people in the world in 2015

Burberry – she became the face of Burberry's Autumn/Winter collection in 2009

Teen Vogue – she began her modelling career with this magazine in 2005

Stagecoach Theatre Arts School – she attended this school in Oxford

2 **Aim** To read for specific information

- Give Ss time to read the text again and answer the questions.
- Check Ss' answers round the class.

Answer Key

- 1 An actress and model.
 - 2 Teen Vogue, Burberry.
 - 3 English Literature
 - 4 She became a UN Women Goodwill Ambassador and an advisor for women's rights.
- 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

role (n): an actor's part in a film

cover (n): the front of a magazine

salary (n): monthly payment

sustainable fashion (phr): clothing that is ecologically responsible

ethical brand (phr): company whose products do not harm the environment

campaign (n): planned set of activities

gender equality (phr): equal rights for men and women

advisor (v): consultant

influential (adj): affecting the character and behaviour of sb

3 **Aim** To expand the topic and consolidate information in a text

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

Suggested Answer Key

I think Emma Watson is a role model because she is a successful actress and she fights for women's rights.

4 **Aim** To collect information and write a short text on a popular musician from your country

- Explain the task and refer Ss to the Internet, teen/music magazines and other reference sources to collect information.
- Ask Ss to copy the headings into their notebooks, make notes under them and use them to write their text.
- Give Ss time to write their text and then ask them to read it to their partner.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

Dima Bilan

A very popular musician in my country is Dima Bilan. He has had many No. 1 hits and has won many awards.

Dima Bilan was born in 1981 in Karachay-Cherkessia. His real name is Victor Nikolaevich Belan. When he was young he used to sing songs and recite poems at school. He attended the famous Gnesin Academy of Music and can play the accordion and the piano.

Dima launched his first single in 2003 but people really started to notice him after he took part in the 'Jurmala' contest. He came in fourth and everyone really enjoyed his performance.

In 2008, Dima Bilan won first prize for Russia in the Eurovision song contest with 'Believe'. Since then he has released his first English album and has acted in Russian films and TV serials. His unique style and wonderful voice make this talented young person one of Russia's most loved and popular celebrities.

Activity for weaker classes

Read the answer in the Suggested Answer Key aloud then ask Ss to write a few sentences about Dima in three minutes.

2d Everyday English

1 **Aim** To present new vocabulary

- Play the recording with pauses for Ss to listen and repeat chorally or individually.
- Pay attention to Ss' intonation and pronunciation.
- Elicit what sort of performance Ss last saw and whether they enjoyed it or not and ask some Ss to tell the class.

Suggested Answer Key

The last performance I saw was a ballet called 'Swan Lake'. I really enjoyed it.

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

- Play the recording. Ss listen and repeat chorally or individually.
- Elicit the function of each sentence as given in the rubric and check Ss' answers as a class.

Answer Key

ask for an opinion: *What was it like? Did you enjoy it?*

express a positive opinion: *It was fantastic! The dancers were amazing!*

express a negative opinion: *Not really. It was nothing special.*

b) **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.

Answer Key

Julie went to the ballet and she thought it was fantastic.

Mark watched a film on TV, but didn't really enjoy it.

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

Of course! – Yes, sorry!

What did you think of it? – What was it like?

Did you have a good time? – Did you enjoy it?

It wasn't great. – It was nothing special.

Intonation

4 a) **Aim** To practise intonation when expressing feelings

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

b) **Aim** To learn intonation when expressing feelings

- Explain the task and then play the recording.

- Ss listen and check the box next to which emotion the speaker is expressing in each case.
- Play the recording again, check Ss' answers. Then ask Ss to repeat chorally or individually.

Answer Key

1 a → 2 a ↗ 3 b → 4 a ↗

Speaking

5 **Aim** To practise role playing

- Explain the situation.
- Tell Ss that they can use the sentences in Ex. 2a and the types of performances from Ex. 1 to complete the task.
- Ss complete the task in pairs using the diagram.
- Monitor the activity around the class and then ask various pairs to act out their dialogues for the class.

Suggested Answer Key

A: *Hi John – it's Jane. I tried calling you on Saturday night but you didn't answer your phone.*

B: *Oh, hi John! Yes, sorry! I was at a pop concert.*

A: *Really? What was it like?*

B: *It was fantastic! The music was amazing! What did you do on Saturday?*

A: *Oh, I went to a play.*

B: *Did you enjoy it?*

A: *Yes, it was fantastic! Listen, do you want to go to the cinema later?*

B: *Sure!*

2e Amazing performances

Reading

1 **Aim** To introduce the topic, to predict the content of the text and to listen and read for gist

- Direct Ss' attention to the pictures and ask them to read the title of the blog and the first and last sentences.
- Elicit what Ss think Chinese opera is like.
- Play the recording. Ss listen and follow the text in their books and find out if their guesses were correct.

Suggested Answer Key

I think Chinese opera involves singing and dancing with bright costumes and incredible make-up.

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

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

Answer Key

- | | |
|-----------------|------------------------|
| 1 B lines 9-10 | 4 D lines 26-29, 36-38 |
| 2 C lines 18-19 | 5 B lines 42-43 |
| 3 A lines 22-23 | |

- 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

ancient times (n): periods from the distant past
hanging (adj): suspended in the air by some means
lantern (n): a type of lamp
grand (adj): impressive
start out (phr v): to begin
fiery (adj): bright
ribbon (n): narrow strip of material
kaleidoscope (n): sth made of different or changing patterns and colours/a tube-like toy that you look through to see different patterns of light made by pieces of coloured glass and mirrors
sharp (adj): high, clear & easy to hear
high-pitched (adj): at the top end of the musical scale
crowd (n): large group of people
gather (v): to come together
fall in love with (phr): to start liking another adult and being romantically attracted to them
acrobatics (n): difficult physical acts often seen in a circus
emotion (n): strong feeling
gallop (v): to run like a horse
whip (n): a stick with a leather end usually used to hit a horse
somersault (n): a rolling jumping movement that turns the whole body
reveal (v): to show or make sth known
loyalty (n): the quality of showing support for sth/sb
bravery (n): the ability to do things with courage
warrior (n): a person skilled in fighting
wild (adj): untamed/uncontrolled
cruelty (n): unkind behaviour

b) **Aim** To learn/consolidate new vocabulary

- Direct Ss' attention to the words in bold in the text and the list of words in the rubric.
- Give Ss time to match them, and then check Ss' answers around the class.

Answer Key

temporary: there for a short time
stand out: be clear
carry: be heard
reveals: shows

brehtaking: amazing & impressive
for me: something I like

3 **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

- | | | | |
|-----------|------------|-----------|------------|
| 1 actors | 3 costumes | 5 stages | 7 lighting |
| 2 curtain | 4 props | 6 scenery | |

Grammar

4 a) **Aim** To learn *used to*

- Read the theory box and the examples aloud and elicit further examples from Ss around the class.
- Explain that we use *used to* to talk about actions that happened regularly in the past but don't happen any more and that we form the affirmative with *personal pronoun + used to + main verb*, the negative with *personal pronoun + didn't use to + main verb* and interrogative with *did + personal pronoun + use to + main verb*.

Answer Key: *used to wear, used to sing*

b) **Aim** To practise *used to*

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

Answer Key

- 2 Women *didn't use to* perform.
- 3 They *used to* perform in outdoor theatres.
- 4 The actors *used to* wear masks.
- 5 The actors *didn't use to* wear make-up.

5 **Aim** To practise *used to* using personal examples

- Explain the task and read out the example.
- Give Ss time to write their sentences then ask various Ss to tell the class their sentences.

Suggested Answer Key

When I was 10, I used to ride everywhere on my bike.
When I was 10, I used to play outside in the garden.
When I was 10, I didn't use to speak English.
When I was 10, I didn't use to wear glasses.

Speaking & Writing

- 6 **Aim** To make notes on a text and summarise it

- 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. Choose various Ss to use either their notes or the notes on the board to give a summary of the text to the class.

Suggested Answer Key

costumes: fiery reds, ribbons of gold and silver, kaleidoscope of colour, used to wear bright colours to stand out in the dark

singing: unusual, strange, very sharp & high-pitched, style was ancient, like this so voices could carry over crowds

actors: didn't just sing, they did incredible acrobatics & dancing too, used their faces and whole bodies to show story and their emotions, train hard from an early age

stage props/scenery: not a lot because actors use symbols to tell the story instead

make-up: incredible, different colours to show different meanings and characteristics

In Chinese opera, the actors' costumes are bright with fiery reds and ribbons of gold and silver. They are like a kaleidoscope of colour! They used to wear bright colours in the past to stand out in the dark in the streets.

The singing in Chinese opera is very strange and unusual. The actors sing in a very sharp and high-pitched style. This style is also very ancient. The performers sang like this so that their voices could carry over the crowds.

The actors train hard from an early age. They do incredible acrobatics and dancing. They use their faces and their whole bodies to act out the story and show their emotions.

There aren't a lot of stage props and scenery in Chinese opera because the actors use symbols to tell the story instead.

The actors' make-up is also incredible. The different colours show different meanings and characteristics.

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

- Give Ss a three-minute time limit to write a few sentences recommending Chinese opera.
- Ask various Ss to read their sentences aloud to another group or to the class.

Suggested Answer Key

- 1 People should attend the Chinese opera because it's different. It isn't just singing, it includes amazing dancing and acrobatics, too.

- 2 It's like going back in time because the actors wear the same costumes, have the same make-up and even sing like they did in the original street opera years ago.
- 3 Chinese opera is very colourful and exciting.

2f Haunted buildings

Reading & Speaking

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

Direct Ss' attention to the pictures and read out the descriptions 1-4. Explain/Elicit the meanings of any unknown words and then elicit which picture matches which description.

Answer Key

A 3 B 2 C 4 D 1

- b) **Aim** To predict the content of the text through sound effects

Play the recording. Ss listen and guess the content of the text. Elicit answers from Ss around the class.

Suggested Answer Key

I think the text is about a man who is working in a place when he sees an army of ghosts.

- c) To listen for confirmation and gist

- Play the recording. Ss listen and check their answers and get a general understanding of the text.
- Refer Ss to the **Check these words** box and explain/elicite the meanings of the words or ask Ss to use their dictionaries and look them up.

Suggested Answer Key

haunted (adj): relating to a place where ghosts appear

explore (v): to look around a place

historic (adj): important in history

found (v): to officially start a town/city/organisation

fascinating (adj): very interesting

ancient wall (n): very old structure made of stone or brick that separates/surrounds an area/room

medieval cathedral (n): a large church dating from between 476 -1500

wander (v): to roam, walk around aimlessly

cobbled street (n): an old street with a surface made of stones

ghost (n): a spirit

march (v): to walk in a group (usu soldiers)

spooky (adj): scary, haunted

stand out (phr v): to be noticeable

shield (n): a large piece of metal that a soldier carries to protect himself

spear (n): a long weapon made of wood with a pointed metal end

terrified (adj): very scared

find out (phr v): to discover sth you didn't know

go missing (phr): to disappear

ghostly attraction (n): sth which makes people want to go to a place which is considered to be filled with spirits of dead people

4 wandering (wonder: to ask yourself questions about sth)

5 walks (march: walk, mostly for soldiers)

6 haunted (ghostly voice or echo)

7 story (history: the study of past events considered together)

8 carrying (bring: to take sth with you)

9 noticed (observe: watch carefully the way sth happens)

10 terrified (afraid: feeling afraid)

2 **Aim** To read for structure and order of events

- Ask Ss to read the events A-F and give Ss time to read the text again and complete the task.
- Check Ss' answers and then give Ss time to use their answers to tell a summary of the text to their partners.
- Monitor the activity around the class and then ask some Ss to tell a summary to the class.

Answer Key

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

Suggested Answer Key

Harry Martindale, a plumber, went to work in the cellar of the Treasure's House. He heard a strange noise like a trumpet coming from the wall. A horse with a Roman soldier on it walked through the wall. He couldn't believe his eyes. Then twenty Roman soldiers marched through in pairs, carrying shields and spears. Harry saw the men had no legs and he ran out of the cellar.

3 **Aim** To consolidate new vocabulary

- Give Ss time to complete the phrases and write sentences using them.
- Check Ss' answers around the class.

Answer Key

1 city 3 medieval 5 ghost
2 ancient 4 cobbled

Suggested Answer Key

I went on a city tour of London once; it was amazing. In York there are ancient city walls, a medieval cathedral and cobbled streets. I think ghost stories are too scary.

4 **Aim** To practise new vocabulary

- Give Ss time to complete the task using their dictionaries to check.
- Check Ss' answers around the class.

Answer Key

1 historic (historical: connected with the study of things in the past)
2 popular (typical: usual)
3 founded (create: make)

Grammar

5 **Aim** To present the Past Perfect and the Past Perfect Continuous

- Go through the table and explain that we form the Past Perfect with **had + past participle** and we use it to talk about an action that happened before another action in the past or an action that finished in the past with results visible in the past.
- Explain that we form the Past Perfect Continuous with **had been + verb + -ing** and we use it to talk about an action that was in progress for a period of time before another action in the past or for an action which was in progress and then finished in the past with a visible result in the past.
- Elicit examples from the text in Ex. 2.

Answer Key

had been, had heard, hadn't noticed, had gone

6 **Aim** To practise the Past Perfect and the Past Perfect Continuous

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

Answer Key

1 had finished 5 hadn't slept
2 hadn't taken 6 Had she been crying
3 had already arranged 7 had been living
4 had been working

7 **Aim** To practise past tenses

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

Answer Key

1 decided 9 tried
2 had been travelling 10 had got stuck
3 felt/were feeling 11 opened
4 arrived 12 appeared
5 had 13 was walking
6 went 14 singing
7 had been lying 15 ran
8 heard 16 went

8 **Aim** To practise key word transformations

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

Answer Key

- | | |
|-------------------------------|--------------------|
| 1 after he had had | 4 had been working |
| 2 had closed by the time | 5 hadn't taken |
| 3 until they had been waiting | a compass |

2g Skills

Vocabulary1 a) **Aim** To present types of reading material/To read a bar chart

- Direct Ss' attention to the bar chart and the types of reading material.
- Go through the list of phrases and read out the example.
- Elicit sentences from various Ss about each type of reading material based on the bar chart.

Answer Key

*A lot of people prefer reading magazines.
Half of the people prefer reading comics.
Forty per cent of the people prefer reading websites.
Twenty per cent of the people prefer reading newspapers.
A few of the people prefer reading e-books.*

b) **Aim** To personalise the topic

Ask various Ss to answer the questions in the rubric and tell the class.

Suggested Answer Key

I prefer reading newspapers. I read every day.

2 a) **Aim** To present types of books

- Play the recording. Ss listen and repeat chorally or individually.
- Ask various Ss to tell the class which types of books they enjoy reading.

Suggested Answer Key

I enjoy reading crime thrillers.

b) **Aim** To personalise the topic

Ask Ss to tell the class about their favourite book.

Suggested Answer Key

I enjoy reading fantasy novels. My favourite book is Breaking Dawn by Stephenie Meyer. It's about a relationship between a vampire and a human.

Listening3 **Aim** To listen for specific information

- Explain the task and ask Ss to read the sentences 1-6.
- Play the recording. Ss listen and check them as true or false. Play the recording again with pauses for Ss to check their answers.
- Check Ss' answers.

Answer Key

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

Speaking4 a) **Aim** To read out a dialogue

Play the recording. Ss listen and then take roles and act out the dialogue in closed pairs.

b) **Aim** To act out a dialogue

- Explain the task and go through the prompts and explain/ elicit the meanings of any unknown words.
- Ss work in pairs and use the prompts and their own ideas to act out a dialogue like the one in Ex. 4a replacing the words in bold with the prompts and useful language in the box.
- Monitor the activity around the class and then choose various pairs to act out their dialogues in front of the rest of the class.

Suggested Answer Key

A: *What are you reading, Tony?*

B: *It's an adventure novel called The Lost Symbol by Dan Brown.*

A: *What's it about?*

B: *It's about a historian who must follow an ancient symbol.*

A: *Is it good?*

B: *No, it isn't that good, really. I don't really like it.*

A: *What are you reading Angela?*

B: *It's a fantasy novel called Clockwork Angel by Cassandra Clare.*

A: *What's it about?*

B: *It's about a teenager who tries to save the world.*

A: *Is it good?*

B: *Yes, it's fantastic. I'm really enjoying it.*

5 **Aim** To talk about reading habits

- Ask Ss to read the questions 1-4 and then ask their partners to answer them.
- Ask various Ss to tell the class about their partner's reading habits.

Suggested Answer Key

Anna often reads crime thrillers. She reads every day in the afternoons on the bus, on her way home from school. The last book she read was a crime thriller called *Ice Core* by Matt Whyman. It's about a teenage computer hacker who gets put in a prison in the Arctic for something he didn't do. He tries to escape to clear his name.

2h Writing

1 **Aim** To analyse a rubric

Read the rubric aloud and elicit answers to the questions.

Answer Key

I should write a story. It should be a first-person narrative.

2 **Aim** To analyse a model story

Give Ss time to read the story, then elicit answers to the questions.

Answer Key

- 1 *The writer sets the scene by introducing the time and place where the story is set, who the main characters are and the weather.*
characters – Ben & Danny
place – Holroyd Castle
time – one afternoon, last winter
weather – freezing cold and starting to rain
- 2 *The climax event is when they realised their guide was a ghost.*
- 3 *In the end, the characters felt very shocked and scared.*

3 a) **Aim** To present a Writing Tip

Read the **Writing Tip** and the example aloud.

b) **Aim** To identify adjectives in a story

- Direct Ss back to the story to find the adjectives that describe the nouns in the list.
- Check Ss' answers.

Answer Key

the rooms – dark, cold
the castle – huge and empty
the floor – stone
the man – tall
the man's clothes – old-fashioned
the workman – friendly
the guide – helpful

c) **Aim** To identify adverbs in a story

Elicit all the adverbs in the story from Ss around the class.

Answer Key

quickly, slowly, luckily, excitedly

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

- Explain the task and give Ss time to replace the simple adjectives and adverbs in the texts with the more descriptive ones in the list.
- Check Ss' answers by reading the paragraphs aloud and eliciting the correct adjective/adverb for each gap from Ss.

Answer Key

- | | | |
|------------|-------------|--------------|
| 1 chilly | 4 heavily | 7 terrifying |
| 2 relaxing | 5 extremely | 8 horrible |
| 3 roaring | 6 quickly | |

5 a) **Aim** To listen for specific information, structure and sequence of events

- Play the recording, twice if necessary. Ss listen and answer the questions in the plan.
- Check Ss' answers.

Answer Key

Para 1: Ben and his friends, in Rio de Janeiro, going to Mardi Gras, sunny

Paras 2 & 3: Ben went for water, lost his friends, got pulled onto a stage, joined in the dancing, saw himself on a big screen, his friends found him, Ben won the prize for best dancer.

Para 4: They all went back to the hotel. Everyone was tired but happy.

b) **Aim** To write a story

- Explain the task and give Ss time to write their story using the answers in Ex. 5a. Then ask various Ss to read their stories aloud.
- Remind Ss to use a variety of adjectives and adverbs. Refer Ss to **Writing Bank 2** for more information.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

The Best Dancer by Ben Smith

Last year, my friends and I went on holiday to Rio de Janeiro for Mardi Gras. It was a beautiful, sunny day and we all dressed up in fantastic, bright costumes and went out on the busy streets.

I stopped to buy some cold water and I lost my friends. I looked for them, but everyone was in similar costumes and it was too difficult. Suddenly, someone grabbed my hand and pulled hard and before I knew it I was on a stage! Everyone was singing and dancing and I couldn't help joining in. I was having a fantastic time and then I saw there was a huge screen by the side of the stage. I was on TV!

Luckily, my friends saw me on the screen and met me as I climbed down from the stage. We were all laughing so much! Just then, there was an announcement for a prize for the best dancer and to my surprise, it was me!

We got back to the hotel later that night, feeling tired but happy. We all had a fantastic time.

2i Curricular: ICT

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

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

Suggested Answer Key

I text my friends and I chat to my friends on VKontakte.

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

- Read the question aloud and then play the recording.
- Ss listen and follow the text in their books and find out.

Answer Key

Social networking sites allow us to see our social connections, interact with them and share music, photos and videos with them.

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

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

Answer Key

- 1 *To see our friends and interact with them through a user-friendly interface.*
- 2 *You can look up old friends, make new friends and share music, photos and videos with them. You can also join groups based on your interests or hobbies, favourite TV shows or music.*
- 3 *Just create and post a personal profile.*
- 4 *You can add as much personal information as you want e.g. name, age, sex, location, interests, etc.*
- 5 *Search the network for your friends, invite offline friends to join, search your friends' connections for anyone else you'd like to add.*

- 6 *Personal community sites e.g. VKontakte, media sharing sites (photos & videos) e.g. RuTube, music sharing sites e.g. Last.FM and blogger community sites e.g. Livejournal*
- 7 *They want to promote their brand.*

b) **Aim** To consolidate vocabulary and information in a 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

social networking site (n): an online service that allows people to connect with their friends

connection (n): relationship

user-friendly interface (n): easy to use system of interaction

post (v): to put sth on the Internet

profile (n): a collection of personal information relating to one person online

login name (n): a username

personalise (v): to make sth more personal

contact (n): a person you know

browse (v): to look through, search

interact (v): to communicate

straightforward (adj): simple and easy to understand

expand (v): to make bigger

community (n): a group of people who are similar in some way or share similar interests

media (n): images, photos, films, videos etc

blogger (n): a person who writes a web log

trend (n): fashion

independent (adj): freestanding, separate

promote (v): to encourage the popularity of sth to spread/ increase

tight-knit (adj): very close

- Then ask Ss to talk in pairs about social networking.
- Monitor the activity around the class and then ask some pairs to report back to the class.

Suggested Answer Key

Social networking is what we do on websites like VKontakte. We connect with our friends and other people who may share the same interests. All you have to do is create a profile and personalise it and then browse the network for your contacts. It's quite straightforward and it's a great way to expand your community.

3 **Aim** To express a personal opinion on the topic

- Give Ss some time to think about the question and prepare their answers in groups.
- Ask various groups around the class to share their answers with another group or the rest of the class.

Module 2

Suggested Answer Key

I think social networks have become so popular because computers and technology have become a major part of our everyday life. Many young people these days spend a lot of time online and so it makes sense that they would interact with their friends online too to talk about and share videos, website and music that they have found on the Internet.

4 **Aim** To give a presentation on a social network

- Explain the task and ask Ss to work in groups.
- Direct Ss to the Internet to find out more information about a social network.
- Ss collect information and 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

Vkontakte is a social networking and microblogging site. Users can send and read messages. Members can follow each other without being friends or knowing the person personally, so it is a great way for fans to follow their favourite celebrities and a good way for people to promote themselves or their brand. The service is free and has millions of users.

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 away | 3 on | 5 along |
| 2 through | 4 through | 6 off |

2 **Aim** To practise prepositional phrases

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

Answer Key

- | | | | |
|--------|--------|------|----------|
| 1 of | 3 on | 5 in | 7 on, in |
| 2 with | 4 with | 6 on | 8 on |

3 **Aim** To form abstract nouns from verbs

- 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 eruption | 4 performance |
| 2 appearance | 5 advertisement |
| 3 arrival | 6 attraction |

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

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

Answer Key

- | | | | |
|----------|-----------|--------------|---------|
| 1 search | 4 bright | 7 play | 10 grab |
| 2 social | 5 spicy | 8 officially | |
| 3 lead | 6 classic | 9 blow | |

GAME

Aim To consolidate vocabulary from the module

- Divide the class into two teams. Each team takes turns writing or saying a sentence with one of these words/phrases: *get seasick, bitten by mosquitoes, catchy name, in the middle of nowhere, relieved, fall in love with, crime thriller, ancient times.*
- Each correct sentence earns one point. If the sentence is incorrect the team loses a point. The team with the most points after all the words/phrases have been used wins.

Suggested Answer Key

*I don't travel by boat because I **get seasick**.
Last year, on holiday, I was **bitten by mosquitoes**.
They thought of a **catchy name** for their search engine.
Ben got completely lost. He was **in the middle of nowhere**.
John was **relieved** when he finally got home safely.
In the opera a snake **falls in love** with a human.
John loves reading **crime thrillers**.
Chinese opera goes back to **ancient times**.*

Quiz

Answer Key

- 1 F (He studied Computer Science.)
- 2 F (It is in Agra, India.)
- 3 T
- 4 T
- 5 F (From 7 or 8.)
- 6 F (It means cruelty.)
- 7 F (It is 1 followed by a hundred zeros.)
- 8 F

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

Quiz

- 1 John visited India and Malaysia. (F – He visited India and Thailand.)
- 2 Page met Sergey Brin in 1995. (T)
- 3 There are 8 foreign language versions of Google. (F – There are 10.)
- 4 Emma Watson is from Rome. (F – She is from Paris.)
- 5 VKontakte started in 2006. (T)
- 6 Shanghai is in China. (T)
- 7 Red make-up in Chinese opera means a wild character. (F – It means loyalty and bravery.)
- 8 Telegram is a social network. (T)

Skills 2

Listening

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

- Read the rubric aloud and ask Ss to read the questions 1-4 and the possible answers.
- Elicit what Ss think the dialogue will be about.

Suggested Answer Key

I think the dialogue will be about reading a book.

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

- Play the recording. Ss listen and complete the task.
- Check Ss' answers.

Answer Key

- 1 B 2 A 3 B 4 C

Reading

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

- Ask Ss to read the title and the first sentence in each paragraph.
- Elicit what the text is about from various Ss around the class.

Answer Key

The text is about the Kungur Ice Cave in Russia.

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

- Ask Ss to read the sentences 1-5.
- Allow Ss time to read the text and do the task.
- Check Ss' answers around the class.

Answer Key

- 1 T 2 NS 3 F 4 NS 5 T

3 **Aim** To practise word formation

- Read the **Study Skills** box aloud and explain that this tip will help Ss to complete the task successfully.
- Give Ss time to read the text and complete the task.
- Check Ss' answers.

Answer Key

- 1 originates 3 interesting 5 testing
2 natural 4 oldest

Speaking

4 a) **Aim** To prepare for a speaking task

- Read the rubric aloud and explain the task to Ss.
- In pairs, Ss think of words/phrases related to the topic.
- Ss write the words and the answers to the prompts from the rubric in their notebooks.

b) **Aim** To give a short talk about a topic

- Ss use their notes and the phrases in the Useful Language box to present their talk to their partner.
- Monitor the activity around the class and then ask various Ss to present their talk to the class.

Suggested Answer Key

I use several social networking sites. I usually log in to VKontakte in the evening and Twitter in the morning.

Social networking is popular because it helps us stay in contact with friends and family who live far away. We can also connect with people who have the same interests as us. There are many activities you can do, such as: send messages, play games, chat, exchange videos and many more.

However, there are some disadvantages to social networking. Many people spend too much time sitting in front of the computer screen. This is very unhealthy because they aren't getting any exercise. Others can get very addicted to social networking sites. This is serious because they have to be connected to the sites all the time. Their lives revolve around these sites and they even stop socialising with their real friends and sometimes their families, too!

There are also many dishonest people on social networking sites. You have to be careful so they don't trick you and use your personal information to commit crimes or even steal money from you.

In conclusion, I would like to say that I believe social networking sites are great. If you are careful, and don't become addicted or give out your personal information, they can be a great form of entertainment and communication.

Writing

5 a) **Aim** To prepare for a writing task

- Read the rubric aloud and then play the recording. Ss listen and copy, then make notes for each question in the paragraph plan in their notebooks.
- Check Ss' answers.

Suggested Answer Key

The main characters were the narrator and his friends David and Peter. They were on a camping trip in the forest.

The weather was sunny.

They told scary stories around the campfire and then went to bed. David woke up in the night because he thought he heard a bear. It was Peter snoring. They laughed and went back to sleep.

In the end they woke up in the morning and found their food was gone and there were bear prints around the camp.

They felt relieved that they hadn't known that there really was a bear in their camp.

b) **Aim** To write a story

- Give Ss time to write their story using the notes they made in Ex. 5a.
- Check Ss' answers.

Suggested Answer Key

A Strange Experience by John Smith

Last summer, on a sunny weekend, my friends David, Peter and I went on a camping trip in the forest.

Peter and I had been camping before, but it was the first time for David. He was excited but nervous, too. That night we sat around the campfire telling stories and trying to scare each other with tales of wolves and bears in the forest. After a while we went to bed. Then, in the middle of the night, I was woken up by David. He looked white when he came running into my tent insisting that there was a bear close to our tents! David sat shaking with fear while I went to investigate. I soon realised that the 'bear' he heard was just Peter who was snoring really loudly! David felt really silly and when we woke Peter up, he was so embarrassed; he didn't know he snored so loudly!

We were still laughing about it the next morning when we woke up. That was until we saw that all our food had been eaten and we saw some large paw prints in the ground around the tents. We stopped laughing and felt relieved that we hadn't

realised that there actually had been a bear in our camp.

Russia 2

Reading & Listening

1 **Aim** To introduce the topic

- Play the recording.
- In pairs, Ss discuss the questions in the rubric.
- Monitor activity around the class.
- Ask various Ss to tell their answers to the class.

2 a) **Aim** To present vocabulary for different shapes

Play the recording. Ss listen and repeat chorally or individually.

b) **Aim** To predict the content of a text

- Ask Ss to look at the picture and elicit what shape it is and what they know about the balalaika and Vasily Vasilievich Andreyev.
- Play the recording. Ss listen and follow the text in their books.

Suggested Answer Key

The balalaika is a musical instrument. It has a triangular shape. Vasily Vasilievich Andreyev made the balalaika popular.

3 **Aim** To read for specific information

- Give Ss some time to read the text again and answer the questions.
- Check Ss answers.

Answer Key

- 1 *The balalaika is triangular-shaped.*
- 2 *In the 17th century.*
- 3 *They looked down on it and considered it a toy.*
- 4 *When he was working in the music salons of St Petersburg.*
- 5 *Andreyev's balalaika orchestra performed at the world exhibition in Paris.*

- 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

triangular (adj): having three straight sides and three angles

string (n): a long thin piece of nylon or wire that is used to make sounds when an instrument is played

look down on (phr v): to believe that sb/sth is beneath you or inferior

take seriously (phr): to consider that sth is important

salon (n): room where popular people would meet (in the past)

perform (v): to play an instrument for an audience

solo concert (n): a performance by one person

orchestra (n): a group of musicians who play together

exhibition (n): a showing of goods or works of art

upper class (n): the people in society with the most influence and status

national (adj): being typical of a particular country

identity (n): the distinct characteristics of a place

Speaking & Writing

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

Elicit a variety of answers from around the class.

Suggested Answer Key

The balalaika is from the 17th century. Many wealthy people looked down on it.

Vasily Vasilievich Andreyev created an orchestra with balalaikas of different sizes.

The orchestra performed at the World Exhibition in Paris in 1889.

5 **Aim** To research and expand on information from the text

- Explain the task to Ss.
- Refer Ss to the Internet, encyclopaedias or other sources of reference.
- Give Ss time to collect their information and write their paragraph, then ask various Ss to present it to the class.
- Alternatively, assign the task as HW and ask Ss to present their paragraphs in the next lesson.

Suggested Answer Key

The balalaika usually has three strings.

For many years, the balalaika was played by Skomorokhs to entertain people.

In Russian folklore, you can often find bears playing the balalaika.

One story says that the balalaika was originally made from a pumpkin. If you quarter a pumpkin, you get the triangular balalaika shape!

Mother Nature

Topic

In this module Ss will explore the topics of weather, travel, outdoor activities and types of accommodation.

Modular page

43

Lesson objectives: Overview of the module

Vocabulary: Extreme weather (*a storm, a blizzard, a hurricane, a heatwave, thick fog*)

3a Wild places

44-45

Lesson objectives: To listen and read for gist, to read for specific information, to learn/revise future tenses, to talk and write about Antarctica

Vocabulary: Weather (*snow & ice: blizzard, snowstorm, hail, sleet; wind: tornado, gale, breeze; rain: storm, flood, heavy rain, shower, drizzle; sun & clouds: sunshine, sunny spells, light clouds, heavy clouds*); Temperature (*boiling hot, hot, warm/mild, chilly/cold, freezing cold*); Verbs (*set, warn, drop, rise, adapt*); Nouns (*research station, continent, scenery, seal, humpback whale, marine biologist, survey, newcomer, survival course, ski-doo, sledge, crack*); Adjectives (*scientific, mild*); Past participle (*covered*); Phrase (*can't wait*)

3b Extreme outdoors

46-47

Lesson objectives: To listen and read for gist, to read for specific information, to learn conditionals type 0 & 1, to talk and write about extreme activities

Vocabulary: Extreme activities (*wok racing, river bugging, volcano surfing, quad racing, bungee jumping, ice climbing, kite surfing, extreme ironing*); Verbs (*erupt, speed, compete, melt, control*); Nouns (*craze, ash, slope, world championship, competitor, tip, bottom, rest, rapids, webbed gloves*); Adjectives (*weird, protective*); Adverb (*backwards*)

3c Culture Corner

48

Lesson objectives: To listen and read for gist and specific information, to write a web page about an area of natural beauty in your country

Vocabulary: Verb (*hike*); Phrasal Verb (*run through*); Nouns (*trail, scenery, step, footpath, natural beauty, deer, moose, raccoon, coyote, bobcat, pile, hut, special offer*); Adjectives (*stunning, rocky*); Phrases (*make it, get lost*)

3d Everyday English

49

Lesson objectives: Booking accommodation, learning stress in compound nouns

Vocabulary: Accommodation (*hotel, youth hostel, self-catering apartment, ski lodge, bed & breakfast*); Sentences (*How can I help you?, I'd like to book a room, please., Single, please., How much is it per night?, Does that include breakfast?, What name, please?, We look forward to seeing you.*)

3e Climate change

50-51

Lesson objectives: To read and listen for gist, to read for specific information, to talk and write about global warming, to write about the effects of global warming

Vocabulary: Verbs (*surround, trap, melt, vanish, cover, starve, drown, reduce*); Phrasal Verbs (*heat up, turn up*); Nouns (*global warming, fault, fossil fuel, greenhouse gas, blanket, trouble, climate, report, polar ice caps, wave, drought, energy-saving bulb, expert*); Adjectives (*low-lying, coastal, serious, extinct, unpredictable*); Phrases (*under threat, in great danger*)

3f Survivors

52-53

Lesson objectives: To read for gist, to read for cohesion and coherence, to learn conditionals types 2 & 3, to learn wishes, to summarise a story

Vocabulary: Camping Equipment (*map, compass, rope, sunscreen, life jacket, sleeping bag, insect repellent, penknife, torch, tent, first aid kit, lighter, rucksack*); Verbs (*crash into, crawl, suck, sweep, bounce, surface, suffer from, spot*); Phrasal Verbs (*set off, scare off, pick someone up*); Nouns (*wilderness, rafting, horror, shore, shelter, branch, signal, pilot, rescue helicopter*); Adjectives (*terrifying, fast-flowing, alight*); Adverb (*overhead*)

3g Skills

54

Lesson objectives: To talk about outdoor leisure activities, to describe a picture, to listen for specific information

Vocabulary: Outdoor leisure activities (*go paintballing in a forest, do aqua aerobics, go bird watching in a nature reserve, play in the park, go zip-lining through the jungle*)

3h Writing**55**

Lesson objectives: To write a semi-formal email asking for information

3i Curricular: Geography**56**

Lesson objectives: To listen and read for gist, to read for detailed understanding, to give a presentation on caves

Vocabulary: Verbs (*crawl, abseil*); Nouns (*hole, limestone, chalk, lava, acidic rain, cliff, glacier, formation, species, millipede, crab, scorpion, crayfish, rafting*); Adjectives (*natural, dark, blind*)

Language in Use 3**57**

Lesson objectives: To learn/practise phrasal verbs with *go & look*, to learn/practise prepositional phrases, to form adjectives from nouns, to practise collocations, to do a quiz, to write a quiz

Skills 3**58-59**

To listen for specific information, to read for specific information, to make decisions, to discuss a set topic, to practise word formation, to write a story.

Russia 3**60**

Lesson objectives: To listen and read for gist, to read for specific information, to complete a table, to give a talk about the Taiga

Vocabulary: Nouns (*biome, climate, level, photosynthesis, cone, growth, moose, increase, deforestation, decade*); Verbs (*drop, reach, adapt, absorb, slide, encourage, host*); Adjectives (*coniferous, subarctic, humid*); Phrase (*take measures*)

►► What's in this module?

Read the title of the module *Mother Nature* and ask Ss to suggest what they think the module will be about (*the module is about weather, travel, outdoor activities and geography*). Go through the topic list and initiate a discussion to prompt Ss' interest in the module.

Vocabulary**1 Aim To present vocabulary for extreme weather**

- Ask Ss to look at the pictures 1-5, and then play the recording.
- Ss listen and repeat chorally or individually.

2 Aim To listen for specific information

- Explain the task and play the recording. Point out that Ss may not hear all the words from Ex. 1, but more of a definition of the weather phenomena and should listen carefully for key words (*e.g. strong winds = hurricane, etc.*).
- Ss listen and complete the sentences.
- Play the recording again to check Ss' answers.

Answer Key

- 1 a hurricane 3 a blizzard 5 a heatwave
2 thick fog 4 a storm

3 Aim To describe a photograph

- Give Ss time to choose a picture and describe it using the prompts given.
- Choose various Ss to describe the picture of their choice to the class. Encourage them to speculate information they cannot see in the pictures. Continue until all pictures have been described.

Suggested Answer Key

- 1 This picture shows a city, perhaps in the UK. It is probably autumn or winter. There is a storm. The sky is full of dark clouds and there is lightning striking all around. I think the people are all indoors, keeping away from the storm. They probably feel glad to be safe inside. People probably feel scared when there is such a storm.
- 2 I think this place may be Russia in the winter. There is a blizzard and it is snowing heavily. People are wearing thick clothes, hats, scarves and gloves to keep warm. Some people are carrying umbrellas. They are walking in the streets. They seem to be going about their business despite the bad weather.
- 3 I think this place may be the Caribbean because of the tropical trees. It could be summertime, because that is when hurricanes happen. The picture shows a hurricane and the wind is

blowing so hard that the trees are bending. There are no people in the picture because they are probably all indoors or safe underground. I think people probably feel scared when hurricanes happen.

- 4 This picture shows a city skyline. It might be in South America, such as Mexico City. It must be summer, because the sun is shining very brightly and there are no clouds. It seems to be very hot. There is a heatwave. The people must be indoors with the air-conditioning on, and wearing shorts and T-shirts. I think they probably feel uncomfortable.
- 5 This picture shows a lighthouse. It must be on the coast – somewhere maybe in Scotland or Canada. It might be winter. There is thick fog and the lighthouse keeper is shining the light out to sea to warn any ships.

Activity for weaker classes

Read out the descriptions, 1-5, from the *Suggested Answer Key* in a muddled order. Ss match each description to the corresponding picture.

OVER TO YOU!

Aim To personalise the topic

- Elicit answers to the question from various Ss. Then give Ss time to complete the sentences.
- Ask various Ss to read their sentences aloud.

Suggested Answer Key

Heatwaves and storms are common in my country.

Today, the weather is very hot and sunny.

Tomorrow, I think it will be the same – hot, dry and sunny.

3a Wild places

Vocabulary

1 **Aim** To present new vocabulary

- Direct Ss' attention to the weather and temperature chart and play the recording.
- Ss listen and repeat chorally or individually.
- Elicit which weather conditions are usual in which seasons in their country.

Suggested Answer Key

... There are sometimes gales, but not tornadoes. In summer it can get boiling hot with lots of sunshine. In the spring and autumn it is usually mild with some showers, light clouds and sunny spells.

Reading & Listening

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

- Direct Ss' attention to the text. From the title, elicit where Matt is and Ss' guess as to what they think it's like there.
- Play the recording. Ss listen and follow the text on p. 44 to find out.

Suggested Answer Key

Matt is in Antarctica. I think he is there for research of some kind. I think it is very cold but very beautiful there.

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

- Give Ss time to read the text again and mark the sentences as true or false giving reasons.
- Check Ss' answers. As an extension, ask Ss to correct the false statements.

Answer Key

- F (It's summer right now, so the weather is quite mild!)
- T – the sun never sets in the summer
- F (the wildlife is incredible)
- T – sun won't rise at all
- F (As a marine biologist.)
- T – all the newcomers are going ... we're going to camp
- T – survival course for a week
- F (a week)

- 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

scientific (adj): relating to science

research station (n): place where research is carried out

continent (n): single huge land mass (e.g. Africa, Europe, etc)

mild (adj): not extreme

set (v): (for the sun) to go below the horizon

scenery (n): landscape

seal (n): sea mammal that breeds on land

humpback whale (n): large endangered sea mammal

warn (v): to make aware of danger

drop (v): (for the temperature) to get lower

rise (v): (for the sun) to go above the horizon

marine biologist (n): person who studies animals that live in water

adapt (v): to adjust to different conditions

survey (n): a detailed investigation

can't wait (phr): long to

newcomer (n): recent arrival

survival course (n): lessons about staying alive

ski-doo (n): type of transport used in snowy areas (like a jet ski for snow)

sledge (n): transport usu pulled by dogs over snow
crack (n): narrow opening
covered (pp): having a layer of sth on top

3 **Aim** To consolidate new vocabulary

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

Answer Key

- | | | |
|------------|------------|--------|
| 1 research | 4 marine | 7 sets |
| 2 freezing | 5 survival | |
| 3 humpback | 6 drop | |

4 **Aim** To consolidate new vocabulary

Direct Ss' attention to the underlined words in the text and elicit their opposites in the list.

Answer Key

- | | |
|-----------------------------|-----------------------|
| coldest – hottest | incredible – ordinary |
| driest – wettest | rise – set |
| mild – intense | busy – idle |
| weird – common | deep – shallow |
| freezing cold – boiling hot | |

5 **Aim** To consolidate new vocabulary

- Give Ss time to complete the task and check in their dictionaries.
- Check Ss' answers around the class.

Answer Key

- | | | |
|----------|---------|--------------|
| 1 rises | 3 drop | 5 threatened |
| 2 warned | 4 adapt | |

Grammar

6 **Aim** To practise future tenses

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

Answer Key

- 1 am going (plan)
- 2 will put (on-the-spot decision)
- 3 will give (offer)
- 4 will you be (information about the future), get (time clause)
- 5 am visiting (fixed arrangement)
- 6 does the plane take off, takes off (timetable)

Speaking & Writing

7 a) **Aim** To consolidate information learnt from a text

- Explain the task and ask Ss to look back through the text and make notes under the headings in their notebooks.

- Give Ss time to complete the task and then ask some Ss to tell the class.

Suggested Answer Key

What I knew: I knew that it was cold there and I knew that seals and penguins live there.

What I've learnt: I learnt that the sun doesn't set in summer or rise in winter. I learned that humpback whales live there and that people travel on ski-doo.

b) **Aim** To write an email based on information in a text

- Explain the situation and the task.
- Give Ss time to write their email.
- Ask various Ss to read their email to their partner or to the class.

Suggested Answer Key

Dear Ian,

Hi! How are you! I'm having an amazing time here in Antarctica, but it's freezing cold. I've just come back from a week-long survival course. It was amazing! We travelled by ski-doo and sledges and we camped in the snow. We learnt what to do if we fall down a crevasse, too. That was a bit scary. I was worried that there might be a blizzard like the one on my first day here, but luckily, there wasn't.

Write soon.

Take care,
Matt

Writing

8 **Aim** To give a presentation on Antarctica

- Ask Ss to work in groups and give them time to collect information from the Internet, encyclopaedias, school textbooks or other sources of reference and write about Antarctica.
- Ask some 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.

Answer Key

Antarctica has the coldest climate on Earth. The lowest temperature ever recorded was -89.2°C/-128.6°F. It is also extremely dry, and only gets an average of 166 mm/6.5 in of rain each year. The snow doesn't melt and it becomes an ice cap.

Antarctica doesn't belong to any country and 47 countries signed a treaty to promise it will be used only for scientific research. Thirty countries have research stations there with about 4,000 people doing research in the summer and 1,000 people in winter.

3b Extreme outdoors

Vocabulary

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

- Direct Ss' attention to the pictures (A-H).
- Read out the equipment descriptions (1-8) and explain/elicite the meanings of any unknown words.
- Elicit which equipment matches each picture.
- Play the recording for Ss to check their answers, and then ask various Ss to say a sentence about each extreme sport.

Answer Key

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

Suggested Answer Key

You need a Chinese frying pan, a helmet and ladles to go wok racing.

You need an ironing board and an iron to do extreme ironing.

You need an ice axe and boots with metal spikes to go ice climbing.

You need a four-wheeled motorbike and a helmet to go quad racing.

You need a board and protective clothing to go volcano surfing.

You need a surfboard connected to a kite to go kite surfing.

You need an elastic rope to go bungee jumping.

Reading

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

- Direct Ss to the subtitles of the three texts and elicit what, if anything, Ss know about them and what is involved in them.
- Give Ss time to read the text and find out.

Suggested Answer Key

In volcano surfing, you use a board to surf down the side of a volcano. To go faster you have to sit down on your board.

In wok racing you speed down an icy track in a wok with ladles on your feet. To go faster, you warm the bottom of your wok before you start.

In river bugging, you use an inflatable armchair, webbed gloves and flippers to speed along a river. To go faster, you go backwards.

b) **Aim** To read for lexis-grammatical correctness

- Explain the task and give Ss time to read the text and choose the correct word for each gap.
- Tell Ss to try each of the options before deciding on the one that fits best.
- Check Ss' answers. Ask Ss to justify their answers.

Answer Key

- 1 B (have to)
- 2 D (perfect for sth)
- 3 D (there is = exists)
- 4 A (win a match/race/championship, beat an opponent, come first = win, earn money/reputation, admiration)
- 5 D (want + to infinitive)
- 6 A (what = the thing which)

- 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

weird (adj): strange and unusual

craze (n): a popular activity

erupt (v): (of a volcano) to throw out rocks and lava

ash (n): powder that is left after sth has burnt

protective (adj): protecting you from harm

slope (n): side of a hill

speed (v): to move fast

world championship (n): competition that is open to people around the world

competitor (n): person who enters a race or competition

tip (n): hint

bottom (n): the lowest part of sth

compete (v): to take part in a competition

melt (v): to change to liquid form because of heat

rest (n): relaxation

rapids (n): fast flowing part of river

control (v): to direct the action of sth

webbed gloves (n): gloves that have the fingers joined together with material

backwards (adv): in reverse

3 **Aim** To consolidate new vocabulary

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

Answer Key

- | | | |
|------------|-----------|-----------|
| 1 erupt | 4 track | 7 rapids |
| 2 clothing | 5 compete | 8 control |
| 3 slopes | 6 melt | |

Grammar**4 Aim** To present types 0/1 conditionals

- Read the examples aloud and explain that we use type 0 conditional to talk about a fact of nature or a general truth.
- Explain that we form type 0 conditional with a when/if-clause and a main clause. Explain that we always use the present simple tense in type 0 conditional.
- Explain that we use type 1 conditional to talk about things that are likely to happen in the future.
- Explain that we form type 1 conditional with an **if-clause** and a **main clause**. Explain 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.

5 Aim To practise type 0 conditional

- Explain the task and read out the example.
- Then give Ss time to write type 0 conditional sentences.
- Check Ss' answers.

Answer Key

- If you do river bugging backwards, you go faster.*
- If/When I exercise, I feel better.*
- If you put an inflatable object in water, it floats.*
- If/When you heat water, it boils.*
- If we go out on a hot day without sunscreen, we get sunburnt.*

6 Aim To practise type 1 conditional

- Explain the task.
- Then give Ss time to write type 1 conditional sentences.
- Check Ss' answers.

Answer Key

- don't wear, will get*
- like, won't enjoy*
- will have, use*
- wear, won't be able*
- shouldn't try, knows*

7 Aim To practise 0/1 conditionals

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

Answer Key

- drops (type 0)*
- will love (type 1)*
- trains (type 1)*
- go (type 0)*
- don't have, can't go (type 0)*
- rusts (type 0)*

8 Aim To practise 0/1 conditionals using personal examples

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

Suggested Answer Key

- Unless I watch what I eat, I will gain weight.*
- If the weather gets cold, I will turn the heat up.*
- If I study late in the evening, I will get tired.*
- Unless my friends arrive in time, we will be late for the cinema.*
- Snow melts when it gets hot.*

Speaking & Writing**9 Aim** To compare and contrast three sports

- Explain the task and play the recording. Give Ss five minutes to complete the task.
- Check Ss' answers by asking various Ss to tell the class.

Suggested Answer Key

Volcano surfing, river bugging and wok racing all involve travelling downwards. They all involve travelling in or on a piece of equipment and they all require protective clothing. Volcano surfing involves heat while the other two involve cold. Wok racing and river bugging are water sports, but volcano surfing takes place on dry land. None of them are activities that I would do because they are too dangerous./All of them are activities I would like to do because they are exciting.

3c Culture Corner**1 Aim** To predict the content of a text and listen and read for specific information

- Explain the task and ask Ss to read through the statements (1-5) and guess if they are true or false.
- Play the recording. Ss listen and read to find out the answers.
- Check Ss' answers and then ask various Ss to correct the false statements.

Answer Key

- F (Only 1 in 4 people can make it all the way.)*
 - F (It runs through 14 states.)*
 - T*
 - T*
 - F (There are lots of campsites and shelters along the trail.)*
- 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

trail (n): a path or route through an area of land that people follow

hike (v): to walk over fields and hills in the countryside

stunning (adj): beautiful; amazing

scenery (n): natural landscape

step (n): a stride

make it (phr): to get to the end of a journey

footpath (n): a path that people can walk along

run through (phr v): to traverse, cross an area

natural beauty (n): the beauty of nature

rocky (adj): covered with rocks

deer (n): a forest animal with four legs and antlers

moose (n): a large forest animal similar to a deer

raccoon (n): a small grey forest animal

coyote (n): a wolf-like animal that lives in the mountains

bobcat (n): a large cat-like animal that lives in the mountains

get lost (phr): to lose your way and not know how to get home

pile (n): a stack or a number of items on top of each other

hut (n): a small wooden shelter

special offer (n): a product offered at a lower price than usual

2 a) **Aim** To learn/consolidate new vocabulary

- Direct Ss' attention to the words/phrases in bold in the text and the list of words in the rubric.
- Give Ss time to match them, and then check Ss' answers around the class.

Answer Key

all the way: the whole distance

incredible: amazing

avoid: keep away from

harmless: not dangerous

getting lost: not finding your way

piles: heaps

guide: show the way

b) **Aim** To identify animals/To consolidate new vocabulary

- Direct Ss' attention to each picture in turn, and elicit Ss' guesses as to what each animal is called.
- Point out that the animals' names are also in the **Check these words** box.

Answer Key

1 raccoon 2 moose 3 bobcat 4 coyote

3 **Aim** To consolidate new vocabulary

- Refer Ss to the **Check these words** box again for the words to complete the task.
- Check Ss' answers.

Answer Key

1 stunning

3 make it

2 special offer

4 get lost

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

- Refer Ss to the **Check these words** box again and give Ss time to tell their partners three things they remember from the text.
- Monitor the activity around the class and then ask various Ss to tell the class.

Suggested Answer Key

The Appalachian Trail is very long and runs through 14 states. You can see lots of wild animals along the trail. Some are harmless, such as a moose or raccoon, but some are dangerous, such as a coyote or a bobcat. You can also camp at lots of places along the route and sometimes they have special offers.

5 **Aim** To write about a beautiful area 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 area of natural beauty in their country.
- Ss collect information under the headings and write a short web page, then present it to the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

(Ss' own answers)

3d Everyday English

1 **Aim** To present new vocabulary

- Play the recording with pauses for Ss to listen and repeat chorally or individually.
- Pay attention to Ss' intonation and pronunciation.
- Elicit which types of accommodation any Ss have stayed in and when and what they thought of them. Ask some Ss to tell the class.

Suggested Answer Key

I stayed at a hotel last year when I went on holiday with my parents. It was very nice. Last summer, I stayed at a youth hostel with my friends. I didn't like sharing a room or making my bed.

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

- Play the recording. Ss listen and repeat chorally or individually.

- Pay attention to Ss' intonation and pronunciation.

b) Aim To listen and read for specific information

- Play the recording. Ss listen and follow the dialogue in their books and answer the questions (1-4).
- Check Ss' answers.

Answer Key

- | | |
|-----------------|--------------|
| 1 a single room | 3 two nights |
| 2 £85 per night | 4 3rd floor |

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

*May I help you? – How can I help you?
I want to make a reservation. – I'd like to book a room.
Do you want a room for two people or for one person? – Do you want a double or a single room?*

Intonation

4 Aim To practise stress in compound nouns

- Read the theory aloud and explain that a compound noun is a noun made up of two other words (e.g. *blackboard*, *swimming pool*) which can be either all one word or two words but has one meaning.
- Play the recording, with pauses for Ss to repeat chorally or individually.
- Pay attention to Ss' intonation.

Speaking

5 Aim To practise role playing

- Explain the situation.
- Tell Ss that they can use the sentences in Ex. 2a and the dialogue in Ex. 2b 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. Sea View Apartments. How can I help you?
B: Hello. I'd like to book an apartment, please.
A: Certainly. When for?
B: 12th April for five nights.
A: Do you want one, two or three bedrooms?
B: I'd like three bedrooms, please.*

A: Let me check what we have available ... Yes, we have one available.

B: Great. How much is it per night?

A: It's £140 per night.

B: OK. Can I book it then, please?

A: Certainly. What name, please?

B: Jane Smith.

A: Your confirmation number is 4823. We look forward to seeing you.

B: Thank you. Goodbye.

3e Climate change

Reading

1 Aim To introduce the topic

- Direct Ss' attention to the diagram and ask them to read the definition.
- Elicit what Ss think causes high temperatures. Tell them to follow the logic of the diagram to explain the process.

Suggested Answer Key

Energy from the sun heats the Earth. The land and the sea radiate heat. Power plants, car exhausts and burning fossil fuels give off carbon dioxide. It goes into the atmosphere and traps heat, so temperatures get higher.

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

- Direct Ss' attention to the pictures.
- Read the rubric aloud and elicit Ss' guesses to the questions.
- Play the recording. Ss listen and follow the text in their books and find out.

Suggested Answer Key

Life on the planet will be more difficult, as global warming can make the polar ice caps and mountain glaciers melt and sea levels rise. Animals are in danger of losing their habitats and may become extinct. The weather will be more unpredictable and extreme. To help, we can cycle or walk or take a bus instead of using a car, use energy-saving light bulbs, and put on more clothes to keep warm instead of turning up the heat.

3 Aim To read for specific information

- Give Ss time to read the text again and mark the sentences accordingly.
- Check Ss' answers. Ss should justify their answers.

Answer Key

- 1 NS
- 2 T – whole countries ... vanish
- 3 F (is melting three times faster than just a few years ago)

- 4 NS
5 T – are in great danger
6 T – When sea temperatures rise ... atmosphere

- 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

global warming (n): rise in Earth's temperatures due to heat trapped in atmosphere

heat up (phr v): to get hotter

fault (n): responsibility, blame

fossil fuel (n): a fuel such as coal, oil and gas that comes from under the ground after millions of years

greenhouse gas (n): gas responsible for the greenhouse effect e.g. CO₂

surround (v): to be all around sth

blanket (n): covering

trap (v): to stop sth escaping

trouble (n): problem or difficulty

melt (v): to turn to liquid because of heat

climate (n): the weather conditions in an area

report (n): sth that gives information

polar ice caps (n): thick layer of ice covering areas in polar regions

vanish (v): to disappear

low-lying (adj): (of land) near or below sea level

wave (n): raised mass of water on the surface of water

coastal (adj): located near the sea

under threat (phr): in danger

cover (v): to make a layer over the surface

serious (adj): important and worrying

in great danger (phr): at great risk

starve (v): to suffer/die from lack of food

drown (v): to die under the water

extinct (adj): (of a species) not existing any more

drought (n): long period without rain

unpredictable (adj): impossible to judge what may happen

reduce (v): to lessen sth

energy-saving bulb (n): a light bulb that uses less energy than a usual one

turn up (phr v): to increase

expert (n): specialist

4 **Aim** To learn/consolidate new vocabulary

- Direct Ss' attention to the words in bold in the text and the list of words in the rubric.
- Give Ss time to match them, and then check Ss' answers around the class.

Answer Key

heating up: getting warmer

surround: be all around sth

traps: catches

vanish: disappear

under threat: in danger

starve: die from hunger

become extinct: die out

frequently: often

unpredictable: changeable

reduce: make smaller

5 **Aim** To consolidate new vocabulary

- Explain the task.
- Refer Ss back to the **Check these words** box and give Ss some time to complete the text with these words.
- Check Ss' answers.

Answer Key

1 fossil fuels

2 greenhouse gases

3 heat up

4 trouble

5 polar ice caps

6 melting

7 low-lying

8 vanish

9 in great danger

10 extinct

11 droughts

Speaking & Writing

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

- Give Ss a three-minute time limit to write a few sentences about global warming.
- Ask various Ss to read their sentences to the class.

Suggested Answer Key

Global warming is a big problem for our world because the planet is in danger. The polar ice caps are melting and the sea levels are rising. Countries may be lost under water and animals like the arctic polar bear will become extinct if we do not do something to stop it. Also, sea temperatures affect the weather and make it more unpredictable and extreme.

7 **Aim** To look at a topic from another point of view

- Read the rubric aloud.
- Give Ss a three-minute time limit to prepare their answers.
- Ask various Ss to tell the class.

Suggested Answer Key

I think they would tell us that they can no longer live in the places they need to because they are now flooded or dry. They would say that their waterholes have dried up and that the ice caps have melted. They would say that they don't have enough to eat because it's too hot for the plants to survive. Other animals would say that their hunting grounds are underwater.

8 **Aim** To give a presentation on the effects of global warming

- Explain the task and divide the class into small groups.

- Tell Ss they can use the Internet, encyclopaedias, school textbooks or other sources of reference to find out information about other effects of global warming.
- Ss collect information 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

Global warming and climate change can have a serious effect on the weather. There will be more forest fires because of the higher temperatures. There will be more cyclones and tornadoes because of the warmer air and the sea levels will also make more coastal flooding happen. More rain in certain areas can cause soil erosion, and so some areas of land will become deserts, especially in Africa. In other areas, more rain will cause constant flooding.

3f Survivors

Vocabulary

- 1 a) **Aim** To introduce the topic
- Direct Ss' attention to the pictures.
 - Play the recording with pauses for Ss to listen and repeat chorally or individually.
- b) **Aim** To consolidate new vocabulary
- Explain the task and read out the example.
 - Read through the uses in the rubric and elicit which object matches each one from various Ss around the class.

Answer Key

If there were lots of mosquitoes, you would need insect repellent.
 If it was freezing cold, you would need a sleeping bag.
 If you wanted to light a fire, you would need a lighter.
 If it was boiling hot, you would need sunscreen.
 If you wanted to go sailing, you would need a life jacket.
 If you got lost, you would need a map and a compass.

Reading

- 2 a) **Aim** To predict the content of the text and read for gist
- Read the title of the text aloud and give Ss time to read the introduction and the words in the **Check these words** box.
 - Elicit Ss' guesses as to what the text is about.

Suggested Answer Key

The text is about a trip in the wilderness that went wrong.

b) **Aim** To read for cohesion and coherence

- Allow Ss some time to read the text again and complete the task.
- Check Ss' answers. Ss should justify their answers.

Answer Key

- 1 A (river bounced, Blake, hit, head)
- 2 E (get warm soon – made a shelter)
- 3 B (problem – river, too wide)
- 4 D ("You look ..." Blake said – "You don't look ..." Neil replied.)

- 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

wilderness (n): an area of natural land that is not used by people
rafting (n): travelling down a river in an inflatable raft
terrifying (adj): very scary
set off (phr v): to start out on a journey
horror (n): a feeling of great shock and fear
crash into (v): to collide with sth
fast-flowing (adj): (of a body of water) moving fast
crawl (v): to move along on your hands and knees or stomach
suck (v): to draw sth towards it with a strong force
sweep (v): (of the wind/sea, etc) to move sth quickly along
bounce (v): to hit a surface and move upwards away from it
surface (v): to come from underwater to the air
suffer (from) (v): to be badly affected by an illness or ailment
shore (n): the place where a body of water meets the land
shelter (n): a building/covering to protect people from bad weather
branch (n): a part of a tree which has leaves, flowers or fruit on
scare off (phr v): to make sth go away from fear
alight (adj): on fire/burning
signal (n): a sign/message to sb
overhead (adv): above
pilot (n): a person who flies an aircraft
spot (v): to see from afar
rescue helicopter (n): an aircraft with a specialised crew that saves people from difficult situations
pick someone up (phr v): to collect sb from somewhere

3 **Aim** To learn/consolidate new vocabulary

Direct Ss' attention to the words in bold and give them time to complete the task. Check Ss' answers.

Answer Key

set off – started, **surfaced** – arose, **made their way** – walked towards, **scare off** – frighten, **strength** –

physical energy, **lack** – shortage, **overhead** – in the sky, **picked him up** – collected him, **replied** – answered

4 **Aim** To consolidate new vocabulary

Give Ss time to complete the task. Then check Ss' answers.

Answer Key

- | | | |
|-----------|-----------|-----------|
| 1 crashed | 3 crawled | 5 lost |
| 2 horror | 4 sucked | 6 spotted |

Grammar

5 **Aim** To present conditional types 2 & 3 and wishes

- Read out the examples and explain that we form the type 2 conditional with *if + past simple + would + bare infinitive* and we use it to talk about imaginary situations in the present of future or to give advice.
- Explain that we form the type 3 conditional with *if + past perfect + would have + past participle* and we use it to talk about imaginary situations in the past.
- 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 examples from the text in Ex. 2a.

Answer Key

If the water hadn't been so fast-flowing, they would have been able to crawl onto the ice ...

If he built a signal fire, any planes flying overhead would hopefully see him.

"If only I hadn't left my father!"

6 **Aim** To practise conditionals

- Explain the task and give Ss time to complete the task.
- Check Ss' answers.
- Elicit what type of conditional each sentence is.

Answer Key

- | | |
|--------------------------|---------------------------|
| 1 hadn't grabbed, type 3 | 4 would go, type 2 |
| 2 did, type 2 | 5 wouldn't go, type 2 |
| 3 had been, type 3 | 6 would have died, type 3 |

7 a) **Aim** To practise wishes

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

Answer Key

- 2 *I wish/If only I had brought my coat.*
 3 *I wish/If only I hadn't gone hiking in the rain, then I wouldn't have got ill.*

- 4 *I wish/If only we had a lighter to light a fire.*
 5 *I wish/If only I hadn't eaten so much, I wouldn't have got stomachache.*
 6 *I wish/If only I didn't have to work this weekend, I could go camping with my friends.*

b) **Aim** To practise wishes/regrets using personal examples

Give Ss time to complete the task and then elicit answers from Ss around the class.

Suggested Answer Key

- I wish I had a lot of money.*
I wish I had a big house.
If only I hadn't failed my Maths test.
If only I hadn't lost my keys.

Speaking & Writing

8 **Aim** To summarise a story

- Play the recording again while Ss listen and follow the text in their books.
- Give Ss time to use the words in the **Check these words** box and prepare their summary.
- Ask various Ss around the class to tell their summary to the class.

Suggested Answer Key

- 1 *Blake Stanfield and his father Neil went rafting in Alaska.*
 2 *They left on a warm day in June 2003.*
 3 *Unfortunately their raft crashed into a huge wall of ice.*
 4 *The two men fell into the water.*
 5 *Blake helped his dad out of the river and started a fire.*
 6 *Neil was suffering from hypothermia.*
 7 *Blake left his dad alone to find help.*
 8 *Blake lit a signal fire which helped a rescue helicopter to find him and his dad.*

9 **Aim** To write how you would feel in an imaginary situation

- Explain the task and the situation and give Ss three minutes to prepare their answers.
- Ask various Ss around the class to share their answers with their partners or with the rest of the class.

Suggested Answer Key

- I feel scared and alone. I wish we hadn't fallen into the river and lost all our supplies. I'm worried about Blake. I wish he hadn't left me here alone. I hope he finds help and comes back soon.*

3g Skills

Vocabulary

- 1 a) **Aim** To present new vocabulary and listen for confirmation
- Direct Ss' attention to the pictures and the phrases.
 - Go through the pictures and elicit the appropriate verb for each gapped phrase.
 - Play the recording. Ss listen and check. Play the recording again, with pauses for Ss to repeat chorally or individually.

Answer Key

1 go 2 do 3 go 4 play 5 go

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

Ask various Ss to answer the questions in the rubric and tell their partner.

Suggested Answer Key

I'd like to try paintballing and zip-lining. They look really exciting. I wouldn't like to try aqua aerobics or bird watching. They look boring.

Speaking

- 2 **Aim** To complete a description
- Read the **Study Skills** box aloud and explain that this tip will help them to complete such a task successfully.
 - Explain the task and go through the phrases in the list, explaining/eliciting the meanings of any unknown words.
 - Give Ss time to complete the task, and then check Ss' answers.

Answer Key

1 a young boy	6 freezing cold
2 the boy's father	7 warm winter clothes
3 at a ski resort	8 behind them
4 sunny	9 ski lodge
5 snow	10 a lot of fun

- 3 **Aim** To describe a picture

- Explain the task and give Ss time to take turns and describe the picture to their partner.
- Monitor the activity around the class and offer assistance as necessary.
- Ask some Ss to describe the picture to the class.
- Read the questions aloud and elicit answers from various Ss.

Suggested Answer Key

It is a warm sunny day and two girls are in the park. They are wearing shorts and T-shirts and are sitting on a blanket. They are smiling and playing cards. There are two boys behind them playing football. They look like they are relaxing and having fun. I think they feel happy.

- 1 *I think the friends are enjoying themselves because they like spending time together outside on a lovely day in the park.*
- 2 *It is very important for me to spend time relaxing with my friends because it's how I forget about school and any problems I have. It's nice to have fun. I feel less stressed.*
- 3 *I tried paintballing in a forest. It was really good fun, we wore special clothes and goggles and carried guns that were full of paint. There were two teams and we fired paint at each other and tried to win the game. It was tiring, but I had a great time.*

Listening

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

- Explain the task and ask Ss to read the questions (1-5) and the possible answers.
- Play the recording. Ss listen and choose the correct answers.
- Check Ss' answers. Play the recording again with pauses for Ss to check their answers.

Answer Key

1 B 2 B 3 C 4 A 5 C

3h Writing

- 1 a) **Aim** To analyse adverts

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

Answer Key

- A *advertises an activity weekend in the forest. It includes the date, the activities, age limit and who to contact for more information.*
- B *advertises a sailing weekend. It includes who to contact for more information.*

- b) **Aim** To match phrases from different writing styles

- Explain the task and give Ss time to match the informal and semi-formal phrases.
- Check Ss' answers by reading the phrases aloud and eliciting the correct matching phrase for each one from Ss.

Answer Key

- A 1 Dear Mr Smith,
B 5 Kind regards
C 2 I am very interested in joining you on the trip.
D 4 I look forward to hearing from you.
E 3 What other activities will be available?

2 **Aim** To identify examples of semi-formal style in an email

- Read the **Writing tip** aloud and draw Ss' attention to the example elements included.
- Direct Ss back to the email to find any similar elements.
- Check Ss' answers.

Answer Key

The email includes a polite greeting, (Dear Mr Smith), polite language and a respectful tone (I have just read, I would like to ask, etc), and full forms (I am, I would like, etc).

Writing

3 **Aim** To write a semi-formal email asking for information

- Explain the task and give Ss time to write their email, using advert B, the prompts and the plan to help them.
- Write the phrases/sentences in the following Useful Language box on the board. Ask Ss to copy them in their notebooks and use them when they do the writing task.
- Refer Ss to **Writing Bank 3** for more information.

Useful language for semi-formal email asking for information

Opening remarks/Reason for writing

I read your advertisement for ...

I am interested in ...

Asking for information

Firstly, when/what/how ...?

Also, how much ...?

Secondly, what ...?

I would like to know ...?

Could you please tell me ...?

Closing remarks

Thank you very much ...

I look forward to your reply/hearing from you.

- Remind Ss to use semi-formal style.
- Check Ss' answers.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

Dear Mr Brown,

I read your advertisement for the sailing weekend and I am very interested in joining you on the trip. However, I would like to ask you a few questions about it.

Firstly, when exactly is the weekend going to take place? Also, how much does the weekend cost?

Secondly, your advert mentions that teaching will take place in small groups. I would like to know how many people will be in each group. Also, you mention comfortable accommodation, but can you tell me what type of accommodation we will stay in?

Thank you very much for your time. I look forward to hearing from you.

Kind regards,

Katy Green

3i Curricular: Geography

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

- Elicit what Ss know about caves.
- Elicit various questions about points that Ss would like to know, and write them on the board.
- Play the recording. Ss listen and follow the text in their books and see if they can answer their questions.
- Check Ss' answers on the board.

Suggested Answer Key

I know that caves form over thousands of years and you can usually see them in mountains or along coastlines. They are made of different types of rock.

1 What types of caves are there? (ice, sea, limestone, chalk, salt, lava)

2 What sort of minerals can caves have? (calcite)

3 What sorts of creatures live in caves? (fish, spiders, millipedes, crabs, scorpions, crayfish)

2 **Aim** To read for specific information

- Ask Ss to read the headings (A-E) and then give them time to read the text again and complete the task.
- Check Ss' answers. Ss should justify their answers.

Answer Key

1 E 2 D 3 A 4 B

- 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

natural (adj): related to nature/not artificial

hole (n): an opening

limestone (n): a type of rock

chalk (n): a type of soft white rock

lava (n): the rock that comes from a volcano

acidic rain (n): rain with a low pH value that can erode soft rock

cliff (n): a vertical mass of rock

glacier (n): a large body of ice formed thousands/millions of years ago

formation (n): sth that is formed

species (n): type (related to life forms)

millipede (n): an insect with many legs

crab (n): a crustacean that lives in/near water

scorpion (n): an arthropod with pincers and a sting in its tail

dark (adj): having no light

blind (adj): unable to see

crayfish (n): a crustacean like a small lobster

crawl (v): to move on your hands and knees

abseil (v): to move down a rock or cliff face using a rope and harness

rafting (n): using a raft to travel along water

3 **Aim** To learn/consolidate new vocabulary

- Direct Ss' attention to the words in bold in the text and the list of words in the rubric.
- Give Ss time to match them, and then check Ss' answers.

Answer Key

form: develop

dissolves: melts

erode: eat away

hardens: becomes stiff

drips: falls in small drops

discovered: found

so far: until now

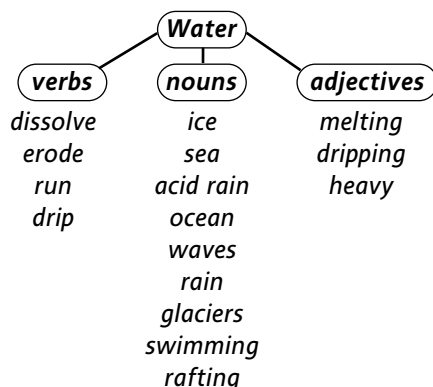
adapted: changed

survive: remain alive

4 **Aim** To categorise new vocabulary

- Explain the task, draw the word map on the board, and ask Ss to copy it into their notebooks.
- Give Ss time to go through the text again and complete their word maps.
- Ask Ss to compare answers with their partners, and then check Ss' answers on the board.

Answer Key



5 **Aim** To imagine a scene and consolidate new vocabulary

- Explain the situation and ask Ss to use vocabulary and information from the reading text to help them write their sentences.
- Give Ss a three-minute time limit to complete the task, and then ask various Ss to read their sentences aloud.

Suggested Answer Key

It's very dark and wet. It smells strange, as if the air is old. I can hear water dripping from the stalactites. The stalactites and stalagmites are very beautiful. I feel calm and relaxed.

6 **Aim** To give a presentation on caves

- 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 caves.
- Ss collect information 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

Exploring and studying caves is called speleology. Most caves form when rock dissolves over many years. These caves are called solutional caves. Other caves form when the rock itself forms. These are called primary caves. Sea caves form when the sea erodes the coastal rocks. Glacier caves form inside glaciers when the ice melts in places. Some caves form when a soft layer of rock that is between two harder layers of rock dissolves. This is called a fracture cave. There are also talus caves, which aren't really caves but openings in piles of rocks that have fallen from a cliff or a mountain. Finally, there are anchialine caves, which you can find along the coast. They have a mixture of seawater and freshwater in them and often have many interesting and rare creatures living there.

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

Answer Key

1 over

3 off

5 around

2 for

4 up

6 off

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 about |
| 2 through | 4 in | |

3 **Aim** To form adjectives from 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 natural | 3 dangerous | 5 athletic |
| 2 noisy | 4 effective | 6 fashionable |

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

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

Answer Key

- | | | |
|--------------|------------|---------|
| 1 fossil | 5 research | 9 youth |
| 2 greenhouse | 6 global | 10 sea |
| 3 survival | 7 nature | |
| 4 marine | 8 stunning | |

GAME

Aim To consolidate vocabulary from the module

- Divide the class into two teams. Each team takes turns writing or saying a sentence with one of these words/phrases: *fossil fuels, greenhouses gases, survival course, marine biologists, research stations, global warming, nature reserve, stunning scenery, youth hostels.*
- Each correct sentence earns one point. If the sentence is incorrect the team loses a point. The team with the most points after all the words/phrases have been used wins.

Suggested Answer Key

Coal and oil are **fossil fuels**.

Carbon dioxide is one of the **greenhouses gases** that cause the greenhouse effect.

Make sure you go on a **survival course** before you go on a jungle trip.

Marine biologists study the seabed and creatures that live there.

There are **research stations** in Antarctica where scientists study the animals that live there.

Global warming is a very important world issue.

A **nature reserve** is a protected area for wildlife. Scotland is famous for its **stunning scenery**; you can take great photos there.

Youth hostels are cheaper than hotels.

Sea **levels** have risen lately.

Quiz

Answer Key

- limestone, chalk, ice (sea, salt, lava)
- 14
- deer, moose, raccoons, black bears, coyotes, bobcats
- It's very cold (around 0°C) and the sun never sets.
- 45 minutes
- an animal that lives in a cave
- You can heat the bottom of the wok before the race.
- Stalactites form on the ceiling of a cave and stalagmites form on the floor of a cave.

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

Quiz

- What animals can you see in Antarctica? (seals, humpback whales, Emperor penguins)
- How can you go faster when volcano surfing? (sit down on your board)
- In which country did wok racing start? (Germany)
- How many campsites and shelters are there on the Appalachian Trail? (250)
- How long is the Appalachian Trail? (over 3,200 km)
- Which animals are in the most danger because of melting ice? (polar bears)
- Say three things you can do to reduce CO2. (use the car less, use energy-saving light bulbs, don't turn up the heat)
- How many species of troglobites do scientists know about so far? (over 7,700)

Skills 3

Listening

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

- Read the rubric aloud and ask Ss to underline the key words in the sentences which give clues about what Ss may hear in the recording.
- Check Ss' answers on the board and elicit synonyms from Ss around the class.

Suggested Answer Key

- 1 rewarding (worthwhile, satisfying)
- 2 got paid (wages), locals (local people)
- 3 knowledge of Spanish (ability to speak Spanish/ fluency in Spanish)
- 4 guidance (advice, direction, instruction)
- 5 families (relations, relatives), participate (join in, take part)

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

- Play the recording. Ss listen and complete the task and compare their answers with their partner.
- Check Ss' answers. You can play the recording again with pauses for Ss to check their answers.

Answer Key

1 T 2 F 3 F 4 T 5 F

c) **Aim** To express a personal opinion on the topic

- Read the rubric aloud.
- Elicit a variety of answers from Ss around the class.

Suggested Answer Key

Yes, I would go on a volunteer holiday because I think it is a great idea to use your free time to help other people./ No, I wouldn't because I'd rather use my holidays to do nothing except relax.

Reading2 a) **Aim** To predict the content of the text and read for gist

- Ask Ss to read the title and the first sentence in each paragraph.
- Elicit Ss' guesses as to what the text is about from various Ss around the class.
- Give Ss time to read the whole text and find out.

Answer Key

The text is about an animal shelter in Spain that cares for chimpanzees.

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

- Give Ss time to read the text again and complete the task.
- Ask Ss to check their answers with their partner, then check Ss' answers around the class.

Answer Key

1 T 2 NS 3 T 4 T 5 F

Speaking3 **Aim** To make decisions

- Read the rubric aloud and draw Ss' attention to the points in the rubric.
- Ss work in pairs and act out a dialogue using the points in the rubric and the phrases in the useful language box.
- Monitor activity around the class.
- Ask various pairs to present their dialogues to the class.

Suggested Answer Key

A: Hello. Could I have some information, please?

B: Yes, certainly.

A: My family would like to go on holiday in the area and we would like to know what kind of hotel resorts there are near the beach.

B: Let's see. The Golden Palace. It's got over three hundred rooms, many with a seaview. It is a fine resort and it's right next to a beautiful sandy beach with shallow water, which is good for children. Of course, it also has a swimming pool.

A: Does it have water sports facilities?

B: No, it doesn't but there are a lot of things you can do. It's got table tennis, beach volleyball and so on.

A: Okay, thank you. How about another one?

B: The Grand Beach Resort has got windsurfing, jet ski, scuba diving and so on and it has got three swimming pools.

A: Good! How far is it from the town?

B: Oh, it's only about ten minutes on foot from town.

A: Great! Could you tell me if there are a lot of good restaurants nearby?

B: Yes, the town nearby has got some lovely restaurants that are well known for their fresh fish and other seafood dishes. It also has some great pizzerias.

A: Excellent!

B: There is also the Paradise Club Resort. It's smaller but famous for its nightlife and parties. The staff organise sports activities all day long. They don't have many water sports though. It's got its own huge restaurant that serves a range of dishes and it's got a cinema.

A: OK! Thank you very much for your help. I think the Grand Beach Resort would be the best choice for my family because my parents can relax around the pool during the day while my brother and I do water sports; and in the evening we could head into town and eat at one of the fish restaurants.

4 **Aim** To analyse a model answer

- Play the recording. Ss listen and answer the questions in the rubric.
- Elicit answers from Ss around the class.

Suggested Answer Key

He chooses the Grand Beach Resort because his parents can relax around the swimming pool and he and his brother can do water sports. It is also very close to town where there are good fish restaurants.

5 **Aim** To practise word formation

- Explain the task and give Ss time to complete it. Ss should go through the text once to get the gist of it. Ss then read more carefully trying to decide what part of speech each gap asks for, noun, verb, adjective etc.)
- Check Ss' answers on the board. Remind Ss that correct spelling is required.

Answer Key

- | | | |
|--------------|-------------|-----------|
| 1 government | 3 education | 5 various |
| 2 provincial | 4 rewarding | |

Writing

6 a) **Aim** To prepare for a writing task

- Read the rubric aloud and then write the headings on the board.
- Brainstorm with the class for ideas and write them under the headings. Ss copy the headings and the ideas into their notebooks.

Suggested Answer Key

CHARACTERS: me and my parents

PLACE: the Pinery National Park

DATE: last summer in July

WEATHER: hot and sunny

EVENTS: we went camping, we went canoeing, I fell in the river, my dad pulled me out, I was OK

FEELINGS: relieved and happy and glad

b) **Aim** To write a story

- Give Ss time to write their story using the notes they made in Ex. 7a.
- Check Ss' answers.

Suggested Answer Key

A Holiday to Remember

Last summer, in July, my parents and I went on a camping holiday to The Pinery National Park. One day, we woke up and it was very hot and the sun was shining so my dad suggested going canoeing on the river.

I had been camping before, but it was the first time I had tried canoeing. It was a lot of fun to start with and I think I was overconfident because I decided to try and race ahead of my dad. He shouted to me to slow down, but I didn't listen.

Suddenly, I lost my grip on the oar. As I reached for it I lost my balance and the canoe rolled over and sent me under the water. My dad had told me what to do if this happened, but I panicked. I started gasping for air and instead I was gulping water. I

was terrified and all I could see were bubbles in front of my eyes. I felt as though I was going to pass out when I felt a strong grip on my shoulder and all at once I was in the fresh air again. My dad had dived in the water and rescued me. He pulled me out of the river and then got the canoes, too.

I felt relieved and happy to be okay and very grateful that my dad saved me. It certainly was a holiday to remember.

Russia 3

Reading & Listening

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

- Draw Ss attention to the pictures and title.
- Elicit what Ss know about the Taiga, what the weather is like and what animals live there.
- Play the recording. Ss listen and follow the text in their books.

Suggested Answer Key

It is cold in the Taiga. You can find evergreen trees there. Many different animals live there like the bear, the eagle and the red fox.

2 **Aim** To read for specific information

- Explain the task and ask Ss to reread the text.
- Allow Ss time to complete the task.
- Elicit answers from around the class.
- Ask Ss to correct the false statements.

Answer Key

- | | |
|---|---|
| 1 | T |
| 2 | NS |
| 3 | T |
| 4 | F (The Taiga hosts a wide variety of wildlife.) |
| 5 | F (... the Taiga is in danger ... an increase in deforestation ...) |

- 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

biome (n): an ecological area of plants and animals that have the same environmental needs

coniferous (adj): dealing with trees that keep their leaves all year round

subarctic (adj): relating to the area immediately below the arctic circle

climate (n): weather

drop (v): to fall or become less

humid (adj): being very damp

reach (v): to attain, rise to a certain level

adapt (v): to change to suit new conditions

level (n): the amount or degree of sth

absorb (v): to take in, soak up

photosynthesis (n): the process plants use to make food from sunlight

cone (n): a shape that tapers from a circular base to a point

slide (v): to move smoothly, slip

encourage (v): to promote, support

growth (n): increase in size

host (v): to be the home of certain plants and animals in an area

moose (n): a large type of deer with flat antlers

increase (n): a growth, rise in sth

deforestation (n): the act of cutting down all the trees in an area

decade (n): a period of ten years

take measures (phr): to do sth in order to get a particular result

3 Aim To complete a table and give information on a place

- Draw the table on the board and ask Ss to copy it in their notebooks.
- Give Ss time to complete the table.
- Elicit information from various Ss and write it in the table on the board.
- Choose various Ss to use their tables or the table on the board and the words from the **Check these words** box to give their presentation.

Suggested Answer Key

Location:	Russia, Scandinavia, North America
Climate:	Subarctic climate, long cold winters, short, warm, humid summers
What lives there:	evergreen trees, brown bear, moose, wolf, reindeer, red fox, golden eagle, great grey owl
Reasons it is in danger:	global warming and increased deforestation

The Taiga is an area which covers large parts of Northern Russia, Scandinavia and North America. It has a subarctic climate with long, cold winters and short, warm, humid summers. It consists mostly of forests of evergreen trees. Many different animals live there – the brown bear, moose, wolf, reindeer, red fox, golden eagle, great grey owl and many more. The Taiga is in danger from global warming and increased deforestation.

4 Aim To personalise the topic/To develop critical thinking skills

- Explain the task and ask Ss if they would like to live in the Taiga.
- Elicit reasons why/why not.

Suggested Answer Key

I think it would be interesting to live in the Taiga in the summer. I'm not sure I would like to live there all year round because it is very cold in the winter. There are many interesting animals to see but I think it would be lonely and there wouldn't be very much to do.

Writing

5 Aim To collect information and make a poster about the Taiga

- Ss work in pairs.
- Explain the task and refer Ss to the Internet encyclopaedias and other reference sources to collect information on the Taiga.
- Give Ss time to collect their information and prepare their posters.
- Ask some Ss to present their posters to the class.
- Alternatively, assign the task as HW and ask Ss to present their posters in the next lesson.

Suggested Answer Key

The Taiga

Where

The Taiga spans the northern parts of Russia, Europe and Canada. It is located south of the arctic and covers about 17% of the Earth's land area.

Climate

Winters in the Taiga are very cold. Temperatures stay below freezing for six months of the year. There is some snow in the winter but no rain. In the summer, it is mostly hot, humid and rainy. Temperatures can reach 30°C.

Animals

Many different animals live in the Taiga. Some animals have adapted to be able to live there. In the spring and summer there are many species of birds and insects.

There are large populations of brown bears, moose, wolves, foxes and lynx.

Module 4

Healthy mind, healthy body

Topic

In this module, Ss will explore the topics of health problems, illnesses & ailments, remedies and teenage problems.

Modular page

61

Lesson Objectives: Overview of the module

Vocabulary: Healthy activities (*practise meditation to achieve peace of mind, make ethical choices, get the sleep you need, exercise regularly, spend time in the sunshine, solve crosswords & exercise your mind, manage your stress*)

4a Technology and health

62-63

Lesson Objectives: To read for gist and general comprehension, to learn the modal verbs *must/have to/should*, to talk about using gadgets wisely, to write a set of rules about avoiding health problems when using gadgets

Vocabulary: Health problems (*shoulder strain, hearing loss, thumb arthritis, a skin infection/acne/a rash, eye strain*); Verbs (*cope, prevent, borrow, distinguish*); Phrasal Verb (*lead to*); Nouns (*motion, confined space, strain, ear canal, volume, hearing loss, restriction, swelling, pain, bacteria, dermatologist, extended period, blurred vision, optician*); Phrase (*be better off*)

4b Home remedies

64-65

Lesson Objectives: To listen and read for gist, to read for specific information, to learn modal verbs *can/could/may/might*, to learn past modals *had to/didn't have to/could/couldn't, was/weren't able to*, to listen for specific information, to give a presentation on home remedies

Vocabulary: Verbs (*cure, rub, soothe, swallow, sprinkle, neutralise*); Nouns (*natural remedy, immune system, insomnia, tannin, anti-perspirant, indigestion, stomach acid, upset stomach, travel sickness, bad breath*); Adjective (*odour-free*); Phrase (*constricted blood vessels*)

4c Culture Corner

66

Lesson Objectives: To listen and read for specific information, to relate an experience, to write T/F statements about a dangerous animal from your country

Vocabulary: Verbs (*bite, inject*); Nouns (*anti-venin, stripe, backyard, pain, sweating, vomiting, death, shark, tentacle, needle, venom, victim, rock pool, spike, self-defence*); Adjectives (*poisonous, scary, inland*)

4d Everyday English

67

Lesson Objectives: Visiting the doctor, to learn the pronunciation of rhyming words

Vocabulary: Medical advice (*take some (cough) syrup, take some painkillers, go to hospital for an x-ray, use some eye/ear/nose drops, put antiseptic/antibiotic cream on it*); Sentences (*Come in and take a seat., What seems to be the problem?, It's really itchy and painful., Let's take a look., I'm afraid it's infected., What should I do?, I'll give you a prescription., Should I come back and see you again?*)

4e Amazing abilities

68-69

Lesson Objectives: To listen and read for gist, to read for specific information, to role-play an interview

Vocabulary: Verb (*gather*); Nouns (*ledge, concrete, rope, safety net, vertigo, broken bone, daredevil, slippery surface, nickname*); Adjectives (*urban, illegal*); Phrases (*bare hands, sigh with relief, raise awareness, get a fine, get stuck*)

4f Feeling afraid

70-71

Lesson Objectives: To read for gist, to learn relative clauses, to learn *both... and-either... or-neither ... nor*, to talk and write about phobias

Vocabulary: Fears & phobias (*thunderstorms, spiders, the dark, lifts, injections, flying, snakes, heights, crowds, going to the dentist*); Reactions (*heart beat fast, shake like a leaf, palms sweat, feel dizzy, feel sick, feel embarrassed, can't breathe*); Verbs (*sweat, beat, shake, suffer (from), sense, pump, tense, get stung, trigger*); Phrasal Verbs (*miss out, work up to*); Nouns (*fear, nightmare, signal, adrenalin, muscle*); Adjectives (*enclosed, odd, ridiculous, rational*); Phrases (*catch your breath, little by little*)

4g Skills

72

Lesson Objectives: To describe a picture, to listen for specific information, to make suggestions

Vocabulary: Teenage problems (*parents being strict, fall out with friends, pressurise to do sth, stressed out*); Solutions (*stand up to, dermatologist, similar interests, work things out, make compromises*); Making suggestions (*You could/ should ..., The best thing to do is ..., Why don't you ...?, Have you thought about [+verb + -ing]*); Replying (*That's a good idea., Yes, I think that will/could/might help., OK, I'll try that and see what happens.*)

4h Writing

73

Lesson Objectives: To write an essay making suggestions for solutions to a problem

4i Curricular: PSHE

74

Lesson Objectives: To read for gist and specific information, to give a presentation on sleep

Vocabulary: Verbs (*drop, replace, repair, affect, concentrate, shorten*); Phrasal Verb (*slow down*); Nouns (*resting state, heart rate, bodily function, brain, stage, cell, lack (of), immune system, depression, caffeine*); Adjectives (*active, light, grumpy, forgetful*); Adverb (*deeply*); Phrases (*get into a routine, keep you awake, fall asleep*)

Language in Use 4

75

Lesson Objectives: To learn/practise phrasal verbs with *make* & *put*, to learn/practise prepositional phrases, to form adjectives from verbs, to practise collocations, to do a quiz, to write a quiz

Skills 4

76-77

Lesson Objectives: to describe a picture, to read for specific information, to listen for key information, to practise word formation, to practise key word transformations, to write an essay making suggestions

Russia 4

78

Lesson Objectives: To listen and read for gist, to read for comprehension, to speak and write about the banya/baths

Vocabulary: Nouns (*steam, bath, cabin, row, bench, store, bucket, bather, ladle, pore, bunch, white birch, blood circulation, toxin*); Verbs (*bathe, sweat, relieve, prevent, heal*); Adjectives (*elaborate, dried, intense*)

►► What's in this module?

Read the title of the module (*Healthy mind, healthy body*) and ask Ss to suggest what they think the module will be about (*the module is about health problems, remedies, teenage problems and solutions*). Go through the topic list and initiate a discussion to prompt Ss' interest in the module.

Vocabulary

1 **Aim** To present vocabulary for healthy activities

- Ask Ss to look at the pictures.
- Play the recording. Ss listen and repeat chorally or individually.

2 **Aim** To describe a picture

- Explain the task and ask various Ss to describe a picture. Point out that Ss should think about the place, the weather, what the person/people is/are doing, what they are wearing and how they feel. Ask Ss to make deductions using *must* (*sure about*), *may* (*not sure*), *can't* (*sure it isn't*).
- Continue until all pictures are described satisfactorily.

Suggested Answer Key

In picture 1, there is a young woman practising yoga. She is sitting down with her legs crossed, her eyes closed and her hands together. She is wearing a black top and black leggings. She is outside. The weather is warm and sunny. I think she feels relaxed.
In picture 2, there are two teenage girls. One girl is whispering into the other girl's ear. They are wearing casual clothes. They are outside and it looks warm. I think the blonde girl is gossiping about someone and the other girl feels uncomfortable.

In picture 3, there are two young children, a boy and a girl. They are sleeping. They may be on a train. I think they must be tired.

In picture 4, there are some people exercising. They are in a gym or sports centre. They are wearing shorts and t-shirts and they are holding small weights. I think they feel energetic and healthy.

In picture 5, there is a young couple. They are sitting in a café or in a kitchen and they are doing a crossword puzzle. They are smiling and happy and they seem relaxed.

In picture 6, there is a middle-aged woman walking down a country road. She is wearing shorts, a jumper and sunglasses. She may be on holiday. She is happy and smiling.

In picture 7, there is a woman in her late thirties sitting at a desk in an office. She is wearing a dark blouse with short sleeves. She is looking through a pile of files and folders and she looks worried. I think she feels stressed. She must be upset.

OVER TO YOU!

Aim To personalise the topic

- Elicit answers to the question from various Ss.
- Point out that some activities are healthy for both the body and the mind.

Suggested Answer Key

Healthy body: get the sleep you need, exercise regularly, spend time in the sunshine, manage your stress

Healthy mind: practise meditation, make ethical choices, get the sleep you need, solve crosswords & exercise your mind, spend time in the sunshine, manage your stress

4a Technology and health

Vocabulary

1 a) **Aim** To present new vocabulary related to health problems

- Direct Ss' attention to the pictures (1-5) and the phrases.
- Play the recording. Ss listen and repeat chorally or individually.

b) **Aim** To talk about gadgets

- Explain/Elicit the meaning of any words in the list.
- Elicit which gadgets Ss have/don't have by asking Ss to raise their hands. Ask Ss to make complete sentences and tell the class what they have and how often they use it/them.

Suggested Answer Key

I have a mobile phone and an MP3 player. I use both of them every day.

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

- Direct Ss' attention to the pictures 1-5 again and elicit Ss' guesses about how the health problems are related to the gadgets in Ex. 1b.
- Play the recording. Ss listen and follow the text in their books to find out.

Answer Key

You can get shoulder strain from playing for too long on a games console.

You can get hearing loss from having the volume set too high on your MP3 player.

You can get thumb arthritis from too much texting on your mobile phone.

You can get a skin infection/acne/a rash from the bacteria on a mobile phone when you press it against your skin.

You can get eye strain from spending too much time in front of a computer screen.

Reading

3 a) **Aim** To read for general comprehension

- Give Ss time to read the text again and match the headings to the paragraphs.
- Check Ss' answers. Ss should justify their answers.

Answer Key

- 1 D (Doctors warn ... real thing)
- 2 B (volume on your MP3 player ... at a low level)
- 3 A (use different fingers)
- 4 F (full of bacteria)
- 5 E (eye strain)

- 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

cope (v): to manage; handle

be better off (phr): be in an improved condition/position than previously

motion (n): movement

confined space (n): a very small area that restricts movement

strain (n): pain from overuse in a muscle or joint

ear canal (n): the part of the ear that goes from the outside to the ear drum

volume (n): the level of noise

hearing loss (n): the situation when you can no longer hear properly

lead to (phr v): result in

restriction (n): limitation of the use of sth

swelling (n): when sth becomes bigger in size because of excess liquid caused by infection or injury

pain (n): physical discomfort or suffering

prevent (v): to stop sth from happening

bacteria (n): germs

dermatologist (n): a doctor that specialises in the skin

borrow (v): to have sth of sb else's for a short time and then return it

extended period (n): long time

blurred vision (n): unclear sight

distinguish (v): to tell the difference between two or more things

optician (n): sb whose job is to test people's sight and sell glasses and/or contact lenses

b) **Aim** To understand the author's purpose

- Read the rubric aloud and explain/elicite the meanings of any unknown words.
- Elicit answers, with reasons, from various Ss.

Suggested Answer Key

I think the author's purpose is to inform, because there is a lot of information in the text. Also, he/she describes problems and how to avoid them.

4 **Aim** To consolidate new vocabulary

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

Answer Key

- | | | |
|------------|---------------|------------|
| 1 set | 5 thumb | 9 frequent |
| 2 hearing | 6 restriction | 10 eye |
| 3 confined | 7 blurred | |
| 4 skin | 8 distinguish | |

Grammar5 **Aim** To present modal verbs (*must/have to/should*)

- Explain that we use *must/have to* to express obligation/strong advice/necessity, we use *don't have to* to express a lack of obligation/lack of necessity, we use *mustn't* to express prohibition and we use *should/ought to/shouldn't* to give advice.
- Go through the sentences (1-7) and the definitions (A-G). Give Ss time to match them, and then check Ss' answers.

Answer Key

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

6 **Aim** To practise using modals

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

Answer Key

- You should set the volume on your MP3 player at a low level.*
- You mustn't enter the computer lab.*
- You don't have to pay in cash.*

Speaking & Writing7 **Aim** To consolidate information in a text and practise modals

Explain the task and read out the example, then elicit similar pieces of advice from various Ss.

Suggested Answer Key

We should set the volume on our MP3 players at a low level or we can suffer hearing loss.

We shouldn't text too much or we can get thumb arthritis.

We should clean our mobile phones properly or we can get a skin infection, acne or a rash.

We shouldn't spend too much time in front of a computer screen or we can get eye strain.

8 **Aim** To give a presentation on other health problems linked to gadgets

- Ask Ss to work in small groups and collect information from the Internet, school textbooks, encyclopaedias or other reference sources about possible health problems associated with overuse of gadgets.
- Allow time for Ss to collect their information and write their rules. Alternatively, assign the task as HW.
- Ask various groups of Ss to read their rules to the class.

Suggested Answer Key

You shouldn't sit in front of a computer for a long time or you can get backache.

You should use a hands-free device on your mobile phone or you can get a headache.

You shouldn't spend too much time playing video games or you can get depression.

You mustn't type on a keyboard for a long time or you can strain your wrists.

4b **Home remedies****Vocabulary**1 **Aim** To introduce topic-related vocabulary

- Direct Ss' attention to the illnesses and ailments (1-14).
- Play the recording. Ss listen and repeat chorally or individually.
- Explain/Elicit the meanings of any unknown words, then elicit answers to the questions in the rubric from various Ss.

Suggested Answer Key

I had a headache yesterday. I took an aspirin.

I had a sore throat last winter. I drank some tea with honey. etc

Reading2 **Aim** To predict the content of a text and to listen and read for gist

- Read the headings aloud and explain/elicite what each food item is.
- Elicit what health problems they can help.
- Play the recording. Ss listen and follow the text in their books to find out.

Suggested Answer Key

Garlic can help a cold or the flu as well as spots.

Vinegar can help minor cuts, itchy rashes and sunburn.

Honey can help a sore throat, cuts and grazes and insomnia.

Tea can help a headache, hay fever and watery eyes.
Baking soda can help smelly feet and indigestion.
Ginger can help an upset stomach, travel sickness and bad breath.

3 **Aim** To read for specific information

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

Answer Key

- | | |
|--------------------|---------------|
| 1 garlic and honey | 4 ginger |
| 2 vinegar | 5 baking soda |
| 3 garlic | |

- 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

natural remedy (n): sth from nature that can cure an illness

cure (v): to cause an illness to end

immune system (n): the body's defence against illness

rub (v): to press your fingers against sth and move them

soothe (v): ease pain or discomfort

swallow (v): to make sth go from your mouth to your stomach

insomnia (n): difficulty sleeping

constricted (adj): blocked or restricted

blood vessels (n): small tubes that carry blood around the body

tannin (n): natural plant chemical found in tea

sprinkle (v): to scatter

odour-free (adj): having no smell

anti-perspirant (n): substance used to prevent sweating

indigestion (n): pain caused by a difficulty in digesting food or overeating

neutralise (v): to make sth less acid

stomach acid (v): a substance in the body that breaks down food

upset stomach (n): stomach ache causing you to feel unwell

travel sickness (n): feeling ill as a result of travelling

bad breath (n): unpleasant smell from the mouth

4 **Aim** To consolidate new vocabulary

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

Answer Key

- | | | |
|----------|---------------|------------|
| 1 immune | 4 Insomnia | 7 stomach |
| 2 Rub | 5 vessels | 8 sickness |
| 3 remedy | 6 indigestion | |

Grammar

5 **Aim** To practise modal verbs

- Explain the task and read out the example.
- Give Ss time to rewrite the sentences using a modal/modals from the list in the rubric. Tell Ss that some modals may be used more than once.
- Check Ss' answers.

Suggested Answer Key

2 I might/may go to the doctor's on Friday.

3 You may/can go now.

4 A cup of tea might/may help get rid of your headache.

5 Some honey might/may help your sore throat.

6 I can't go out today. I've got a bad cold.

7 If you have smelly feet, baking soda might/may help you.

8 You can't enter this area.

6 **Aim** To present and practise past modals

- Read the table aloud and explain that we use *had to/didn't have to* to talk about necessity/lack of necessity in the past.
- Explain that we use *could/couldn't* to talk about general ability in the past.
- Explain that we use *was(n't)/were(n't)* able to to talk about a specific ability in the past.
- Read the examples aloud and elicit an example from the text in Ex. 2.

Answer Key

In the past, people had to use natural remedies ...

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

Answer Key

- | | | |
|---------------|----------|------------------|
| 1 had to | 3 could | 5 didn't have to |
| 2 was able to | 4 had to | |

Listening

7 **Aim** To listen for specific information

Explain the task and play the recording. Ss listen and say what each person's problem was and what they did to cure it.

Answer Key

Sally burnt her finger. She put it under cold water then put some honey on it.

Greg had indigestion. He ate a banana.

Simon had a bad cold. He drank warm lemon juice with water and honey.

Speaking & Writing

- 8 **Aim** To talk about health problems and suggest remedies

- Explain the task and read the example exchange aloud.
- Give Ss time to complete it.
- Check Ss' answers.

Suggested Answer Key

A: I have the flu. I feel terrible!

B: You should/could make a drink with hot water, garlic, lemon and honey. That might/may help.

A: I have an itchy rash. It's really itchy!

B: You should/could put some vinegar on it. That might/ may help.

A: I have a sore throat. It really hurts!

B: You should/could swallow a spoonful of honey. That might/may help.

A: I have watery eyes. They're really watery!

B: You should/could put cold, wet teabags on them. That might/may help.

A: I have an upset stomach. It really hurts!

B: You should/could chew a piece of ginger. That might/ may help.

A: I have smelly feet. They really smell!

B: You should/could sprinkle some baking soda in your shoes. That might/may help.

- 9 **Aim** To give a presentation on home remedies

- Ask Ss to collect information from the Internet, school textbooks, encyclopaedias or other reference sources about other home remedies.
- 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

A home remedy for acne is to use tomatoes. You could try cutting a tomato in half and rubbing it on your face. Leave it for 15 minutes and then wash it off. The acid from the tomato can kill the bacteria and your acne can get better.

A home remedy for bad breath is to chew parsley or mint leaves. This will make your breath fresher.

A home remedy for body odour is to put tomato juice or apple cider vinegar in your bath water. The natural acids kill bacteria and can help you to smell better.

A home remedy for yellow teeth is to brush your teeth with baking soda. The baking soda can scrub off any stains and your teeth can become whiter.

4c Culture Corner

- 1 **Aim** To predict content using prior knowledge and to listen and read for specific information

- Explain the task and read the sentences 1-5 aloud.
- Explain/Elicit the meanings of any unknown words and ask Ss to guess if the sentences are true or false.
- Play the recording. Ss listen and follow the text in their books and find out if their guesses were correct.
- As an extension, ask Ss to correct the false statements.

Suggested Answer Key

1 (It has teeth strong enough to bite through a shoe.)

2 (They are almost invisible.)

3 (The male platypus has a poisonous spike on its back legs.)

- 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

poisonous (adj): (of an animal) able to kill you or make you ill because of a substance they contain

bite (v): to use the teeth to cut into sth/sb

anti-venin (n): substance to stop the effect of poison

scary (adj): frightening

stripe (n): line that is a different colour to the area next to it

backyard (n): land at the rear of a house

pain (n): feeling when sth hurts

sweating (n): the action of producing a salty liquid from the skin

vomiting (n): the action of making food come back up from your stomach and out of the mouth

death (n): permanent end of life

shark (n): large predator fish with sharp teeth

tentacle (n): part of an octopus used for moving or grabbing things

needle (n): sharp point

inject (v): to put into the body through the skin with a sharp point

venom(n): poison from an animal

victim (n): sb who gets hurt or killed

rock pool (n): small pool of water between rocks on a beach

inland (adj): in/belonging to the middle of a country, i.e. away from the coast

spike (n): sharp pointed part

self-defence (n): the action of protecting yourself

2 **Aim** To learn/consolidate new vocabulary

- Direct Ss' attention to the words/phrases in bold in the text and the list of words in the rubric.
- Give Ss time to match them, then check Ss' answers around the class.

Answer Key

at all costs: under any circumstances

nasty: unpleasant

causing: creating

invisible: impossible to see

deadly: able to cause death

attack: try to hurt

rare: unusual

cute: pretty

3 **Aim** To extend vocabulary/To learn words easily confused

- Go through the verbs A-D and explain/ elicit the meanings.
- Give Ss time to match them to the nouns, then check Ss' answers.

Answer Key

1 B 2 D 3 A 4 C

4 **Aim** To describe an imaginary scene using information from a text

Explain the task and give Ss some time to prepare their answers and then ask various Ss to tell the class about their imaginary encounter with a deadly animal.

Suggested Answer Key

I was on holiday in Australia last year. I was swimming in the sea and I felt a very sharp pain in my leg. I looked down, but I couldn't see anything, but my leg was really hurting. I screamed in pain and managed to get out of the water. Luckily, there was a lifeguard who saw my leg and knew straight away that it was a sting from a box jellyfish. He gave me an injection and called an ambulance. I spent the next few days in hospital and I nearly died. It was a very scary experience and I am lucky to be alive.

5 **Aim** To write a short text about a dangerous animal from your country

- Ask Ss to collect information from the Internet, school textbooks, encyclopaedias or other reference sources about a dangerous animal from their country.
- Allow time for Ss to collect their information and write their T/F sentences. Alternatively, assign the task as HW.

- Ask various Ss to swap their sentences with their partner and try to guess the answers.

Suggested Answer Key

A dangerous animal in my country is the adder snake. Without the anti-venin one in ten people will die from an adder bite and the bites are very painful.

- 1 *It is a type of viper. (T)*
- 2 *Most bites from adders occur in winter. (F – in spring or autumn)*
- 3 *Adders have bands of red, yellow and black colours. (F – they are beige with a dark dorsal pattern or all dark)*
- 4 *When an adder bites, it hangs on for a short while. (F – it bites and leaves)*
- 5 *Adders are very aggressive. (F – they are shy)*
- 6 *Adder snake bites are common. (F – uncommon)*

4d Everyday English

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

- 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 medical advice to ailments

- Read the rubric aloud and explain/ elicit the meanings of any unknown words.
- Read the example aloud and ask various Ss to say what medical advice a doctor might give for the remaining ailments in the list.

Answer Key

You have a sprained ankle/wrist. You should go to the hospital for an x-ray.

You have a sore throat. You should take some (cough) syrup and some painkillers.

You have an infected mosquito bite. You should put antiseptic/antibiotic cream on it.

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

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

b) **Aim** To match situational language to the roles of the speakers in a situational dialogue

- Explain the task. Read the sentences aloud one at a time and elicit the speaker.
- Play the recording. Ss listen and check.

Answer Key

Doctor: Come in and take a seat., What seems to be the problem?, Let's take a look., I'm afraid it's infected., I'll give you a prescription.

Patient: It's really itchy and painful., What should I do?, Should I come back and see you again?

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

I'm sorry to tell you – I'm afraid

Tell me what's wrong. – What seems to be the problem?

Enter and sit down. – Come in and take a seat.

I'm going to look at it. – Let's take a look.

Pronunciation

4 **Aim** To learn about/practise rhyming words

- Explain the task.
- Play the recording. Ss listen and circle the word that sounds different to the rest.
- Play the recording again with pauses for Ss to repeat chorally or individually.
- Pay attention to Ss' intonation.

Answer Key

1 cough 2 toe 3 drought 4 wound

Speaking

5 **Aim** To practise role playing

- Explain the situation.
- Tell Ss that they can use the sentences in Ex. 2a and the health problems and medical advice from Ex. 1b 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 in front of the class.

Suggested Answer Key

A: Hello, Miss Willis. Come in and take a seat.

B: OK. Thank you.

A: Now, what seems to be the problem?

B: Well, it's my ear. It's really itchy and painful.

A: OK. Let's take a look. Hmm ... yes, it's very red. I'm afraid it's infected.

B: Oh no. What should I do?

A: You should use some ear drops three times a day. I'll write you a prescription.

B: Thank you.

A: You're welcome.

4e Amazing abilities

Vocabulary

1 **Aim** To introduce new vocabulary

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

Reading & Listening

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

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

Answer Key

Spider-Man is a comic book hero. He is famous for fighting crime, being able to climb up tall buildings and swinging from building to building using his spider webs.

b) **Aim** To predict the content of the text and to listen and read for gist

- Elicit why Alain Robert might be called the French Spider-Man.
- Play the recording. Ss listen and follow the text in their books to find out if their guesses were correct.

Suggested Answer Key

I think Alain Robert is called the French Spider-Man because he climbs up tall buildings.

3 **Aim** To read for specific information and to learn/consolidate new vocabulary

- Give Ss time to read the text again and answer the questions.
- Check Ss' answers and ask Ss to provide evidence from the text to support their answers.

Answer Key

1 D (there's no rope and no safety net)

2 C (He didn't have his apartment keys and his parents were out)

3 A (he feels dizzy when he's up high)

4 D (raising awareness about world issues/Alain wants people to see their environment differently)

5 C (he got stuck on the 35th floor of London's Canary Wharf Tower when it started to rain)

6 C (he is no superhero. He's just an ordinary man living a very dangerous life.)

- 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

ledge (n): shelf at the bottom of a window

concrete (n): substance buildings are made of

rope (n): thick cord used for climbing

safety net (n): a large piece of material with threads woven together with holes in between, used to prevent injury from falls

bare hands (phr): hands not covered by gloves and not holding any equipment

gather (v): to collect/come together

sigh with relief (phr): release a deep breathe when sth unpleasant is over

vertigo (n): the feeling of dizziness or sickness when looking down

broken bone (n): part of the skeleton which is snapped or broken

raise awareness (phr): increase knowledge

urban (adj): relating to towns or cities

illegal (adj): against the law

get a fine (phr): have to pay money because of doing sth illegal

daredevil (n): person who does dangerous things

slippery surface (n): area that is difficult to hold onto or walk on

get stuck (phr): become unable to move

nickname (n): informal name for sb

BACKGROUND INFORMATION

Malaysia is a country in Southeast Asia. Its capital city is Kuala Lumpur. It has got a population of 27.5 million and it has got a tropical climate.

Canary Wharf is located in London, UK. It is a major business district and financial centre.

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

Explain the task and give Ss some time to complete it. Ask various Ss to share their answers with the class.

Suggested Answer Key

I have a fantastic view of the whole city from up here. I imagine the people on the ground below look very small but I don't look down because I might get dizzy and fall. I just look at the building in front of me and try to work out my next move. I need to think carefully about where to put my hands and feet. It's very quiet up here but I can hear the wind blowing. I am touching the side of the building and holding on tightly. I'm not scared. I'm just concentrating hard on getting to the top.

5 **Aim** To consolidate new vocabulary

- Explain the task.
- Refer Ss back to the **Check these words** box and give Ss some time to complete the task.
- Check Ss' answers.

Answer Key

- | | |
|--------------------|--------------------|
| 1 nickname | 5 raise awareness |
| 2 gather | 6 get a fine |
| 3 sigh with relief | 7 slippery surface |
| 4 safety net | 8 daredevil |

6 **Aim** To consolidate new vocabulary

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

Answer Key

- | | | |
|-------------|-----------|-----------|
| 1 surface | 5 issues | 9 bare |
| 2 awareness | 6 relief | 10 public |
| 3 broken | 7 net | |
| 4 risks | 8 suffers | |

Suggested Answer Key

Alain can't climb **slippery surfaces**.

He wants to **raise awareness** about world issues.

He has had several **broken bones** because he has fallen 7 times.

Alain **risks his life** climbing tall buildings without a safety net.

Climate change is one of the most important **world issues** today.

After completing a difficult climb Alain **sighs with relief**.

Alain climbs up tall buildings without a **safety net**.

Alain **suffers from vertigo** so he feels very dizzy when he's up high.

Alain climbs walls with only his **bare hands**.

The police don't let Alain climb **public buildings**.

7 **Aim** To summarise the content of a text using adjectives

- Read the rubric aloud and elicit answers from various Ss.
- Ask Ss to give reasons for their choice of adjectives.
- Give Ss time to write their sentences, then ask various Ss to read them out to the class.

Suggested Answer Key

He is **crazy** because he has vertigo and he has had broken bones and has made himself disabled by doing this.

He is a **daredevil** because he risks his life every time he climbs a new building.

He is **extraordinary** because he thought of an unusual activity to raise awareness about world issues.

Speaking & Writing

8 **Aim** To write an interview

- Explain the task and ask Ss to work in pairs, take the roles of interviewer and Alain Robert and think of questions and answers.

- Tell Ss to think of simple questions using *what, where, when, why* and *how*, and remind them to start with a greeting and end by thanking Alain.
- Give Ss time to write their interviews, then ask various Ss to read them aloud to another pair or to the class.

Suggested Answer Key

A: Hello, Alain. Nice to meet you.

B: Nice to meet you, too.

A: So, when did you start climbing buildings?

B: When I was 12 years old. My parents were out and I didn't have my keys. So, I climbed up the side of the building and got into the flat through a window on the 7th floor.

A: What are some famous buildings you have climbed?

B: The Eiffel Tower, the Empire State Building, and the Petronas Twin Towers.

A: How many storeys can you climb?

B: About eighty.

A: Why do you do it?

B: I want to raise awareness about world issues like climate change, and I want people to see their environment differently.

A: What you do is sometimes illegal – so what do the police do when they catch you?

B: They put me in handcuffs, but most of the time I just get a fine.

A: What can stop you from climbing a building?

B: The weather. I can't climb when it's raining, because I can't grip the slippery surfaces.

A: Where can I see you climbing a building?

B: On YouTube.

A: Thank you very much.

4f Feeling afraid

Vocabulary

1 **Aim** To introduce new vocabulary

- Direct Ss' attention to the pictures.
- Play the recording with pauses for Ss to listen and repeat chorally or individually.
- Elicit which words can be seen in the images.

Answer Key

- | | |
|-----------------|------------------------|
| 1 spiders | 6 the dark |
| 2 snakes | 7 flying |
| 3 injections | 8 going to the dentist |
| 4 lifts | 9 heights |
| 5 thunderstorms | |

- Read through the list of reactions and explain/ elicit the meanings of any unknown words.
- Read out the example and elicit similar sentences about Ss' phobias from Ss around the class.

Suggested Answer Key

I'm afraid of the dark. When it's dark, my heart beats fast and I can't breathe. etc

Reading

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

- Elicit a variety of questions from Ss around the class and write three of them on the board.
- Give Ss time to read the text and see if their questions were answered.

Suggested Answer Key

- 1 What is a phobia? (an irrational fear)
- 2 Why do we have phobias? (our brain associates sth with danger)
- 3 How can we combat our fears? (we can face our fears little by little)

b) **Aim** To read for cohesion and coherence

- Explain the task and ask Ss to read the headings A-F and then give them time to read the text again and match the headings to the paragraphs (1-5).
- Check Ss' answers. Ss should justify their answers.

Answer Key

- 1 A 2 C 3 B 4 F 5 D

- 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

sweat (v): to produce a salty liquid from the skin

beat (v): to make regular rhythmic movements

shake (v): to move quickly backwards and forwards

catch your breath (phr): to breathe normally after breathing fast

fear (n): an unpleasant feeling of being in danger

enclosed (adj): referring to a closed off area

nightmare (n): a frightening and unpleasant experience

odd (adj): strange and unusual

ridiculous (adj): silly and funny

suffer (from) (v): to be badly affected by an unpleasant condition

miss out (phr v): to not be able to experience sth

sense (v): to become aware of sth

signal (n): a message

pump (v): to force a liquid in a certain direction

adrenalin (n): a substance the body produces when you are scared, excited or angry

muscle (n): a piece of tissue in the body that connects bones together allowing them to move which tightens and relaxes to produce movement

tense (adj): unable to relax

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rational (adj): logical

get stung (v): (for an insect) to inject its stinger into you

trigger (v): to start/set off a reaction/process

little by little (phr): a small amount at a time

work up to (phr v): to work towards a goal

3 **Aim** To consolidate new vocabulary

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

Answer Key

- | | | |
|------------|-------------|------------|
| 1 sweating | 4 nightmare | 7 rational |
| 2 beating | 5 teased | 8 trigger |
| 3 shaking | 6 sensed | |

4 **Aim** To consolidate new vocabulary

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

Answer Key

- | | | |
|---------------|----------|---------|
| 1 enclosed | 4 tense | 7 worst |
| 2 miss out on | 5 escape | |
| 3 embarrassed | 6 pet | |

Grammar

5 **Aim** To present relative clauses

- Go through the examples and explain that we introduce relative clauses with *who/that, which/ that, whose, where, when, where/in which, or why*.
- Explain that there are two kinds of relative clauses: *defining* and *non-defining*.
- Elicit further examples from the text from various Ss.

Answer Key

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.

Example from the text: *This response is called 'fight or flight', which is necessary for our survival.*

6 **Aim** To practise relative clauses

- Explain the task and give Ss time to complete it.
- Check Ss' answers.
- Elicit what type of relative clause each sentence is.

Answer Key

- Ben, who lives next door, is going to study Medicine. (N)
- Is it your brother who is afraid of spiders? (D)
- This is the university where I studied for four years. (D)

4 My sister, who is ten years old, got stung by a bee yesterday. (N)

5 2006 was the year when I moved abroad. (D)

6 The reason why I walk to work is to get some exercise. (D)

7 Dan's house, which is in a good area, is up for sale. (N)

8 Mary is the girl whose mother is a doctor. (D)

7 **Aim** To practise relatives

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

Answer Key

2 The spider, which I saw in the bathroom, was very big.

3 Ann, whose birthday is on the same day, is coming to the party.

4 That is the Italian restaurant where we often eat.

5 Ann, who got bitten by a dog when she was 8, has a phobia of dogs.

8 **Aim** To practise relative clauses

- 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

Jane, who is scared of spiders, isn't afraid of snakes. Someone who many people are afraid of is the dentist.

A lift is something which many people feel nervous travelling in.

One mode of transport which many people fear is the plane.

A snake, which many people think has wet skin, is actually dry to touch.

My neighbour, who is a doctor, is a very nice man.

9 **Aim** To learn/practise *but ... and- either ... or- neither ... nor*

- Read out the examples and point out that both refers to two people/things that share a quality, *neither* refers to two people/things that don't share a quality and *either* refers to one of two people/things that has a certain quality.
- Give Ss time to complete the task and then elicit answers from Ss around the class.

Suggested Answer Key

1 Both Meg and Amy used to be afraid of the dark.

2 Phil wants to be either a doctor or a dentist.

3 Neither Mark nor Rob is afraid of heights.

4 Both my mum and my grandma hate crowds.

Speaking & Writing

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

- Play the recording again. Ss listen and follow the text in their books.
- Give Ss three minutes to write a few sentences about what they remember from the text. Ss read their sentences to their partner.

Suggested Answer Key

There are many different types of phobias. We develop phobias because our minds sense danger. There is no real danger only the memory of an experience which triggers fear. To overcome a phobia you have to face your fear little by little.

4g Skills

Vocabulary

1 **Aim** To present new vocabulary related to problems and possible solutions

- Direct Ss' attention to the problems (1-8) and the possible solutions (A-H).
- Ask Ss to read through both lists, and then ask a S to read a problem aloud and suggest the matching solution.
- Elicit other possible solutions from various Ss.
- Elicit sentences from various Ss in the form of advice, as in the example.

Answer Key

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

If your parents are too strict and you're always arguing, you should try to talk it through with them and make compromises.

If you've fallen out with your friends and they're gossiping about you, you could phone them and try to work things out.

If your classmates laugh at what you wear, you should ignore them. You have the right to choose your own style.

If you have lots of spots on your face, you should visit a dermatologist.

If your friends pressurise you to do things you don't want, you should stand up to them. If you don't want to do something, then don't.

If you've moved to a new city and you're finding it difficult to make friends, you could find a hobby and join a club. It's easier to make friends with people who have similar interests.

If you feel stressed out because of schoolwork or exams, you could make a study plan.

2 **Aim** To describe a picture

- Direct Ss' attention to the pictures and give them time to prepare their answers.
- Remind Ss to include the people, the situation and their feelings.
- Elicit answers from various Ss.

Suggested Answer Key

In picture 1, there is a teenage boy sitting at a desk with his hands on his head. There are piles of books around him and I think he is studying. I think he feels stressed out because of his schoolwork or studying for exams.

In picture 2, there is a teenage girl in the foreground. She looks unhappy. There are three other girls in the background talking and laughing together. I think the girl feels unhappy and lonely because the other girls are gossiping about her/laughing at her.

Listening

3 **Aim** To listen for specific information

- Read the **Study Skills** box aloud, and point out that this tip will help Ss to complete the task successfully.
- Explain the task and ask Ss to read the problems (A-F). Explain/Elicit the meanings of any unknown words.
- Play the recording. Ss listen and match the statements to the speakers.
- Check Ss' answers.

Answer Key

Speaker 1 A	Speaker 3 C	Speaker 5 F
Speaker 2 D	Speaker 4 B	

Speaking

4 **Aim** To practise making suggestions

- Explain the task and go through the useful language.
- Ss work in pairs, using the problems and solutions in Ex. 1 and the useful language to act out exchanges as in the example.
- Monitor the activity around the class and then choose various pairs to act out their dialogues in front of the rest of the class.

Suggested Answer Key

A: *My parents are too strict and we're always arguing.*

B: *The best thing to do is talk it through and make compromises.*

A: *OK. I'll try that and see what happens.*

A: *I've fallen out with my friends and now they are gossiping about me.*

B: *Why don't you phone them and try to work things out?*

A: *OK. I'll try that and see what happens.*

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- A: My classmates laugh at what I wear.
 B: You should ignore them. You have a right to choose your own style.
 A: You're right.
 A: I have lots of spots on my face.
 B: You should visit a dermatologist.
 A: Yes, I think that could help.
 A: My friends pressurise me to do things I don't want to.
 B: The best thing to do is to stand up to them. If you don't want to do something, don't do it.
 A: OK. I'll try that and see what happens.
 A: I've just moved to a new city and I'm finding it difficult to make new friends.
 B: Why don't you find a hobby and join a club? It's easier to make friends with people with similar interests.
 A: That's a good idea.
 A: I feel stressed out because of my schoolwork.
 B: The best thing to do is to make a study plan.
 A: Yes, I think that might help.

4th Writing

1 a) **Aim** To analyse a model essay

- Go through the **Writing Tip** box and explain the structure and content of essays making suggestions for solutions to a problem.
- Write the phrases/sentences from the **Writing Tip** box on the board. Ask Ss to copy them in their notebooks and use them when they do the writing task.
- Refer Ss to **Writing Bank 4** for more information. Give Ss time to read the essay, then elicit answers to the questions in the rubric.

Answer Key

In paragraph 1, the writer states the problem.
 In paragraphs 2-5, the writer presents their suggestions and results.
 In paragraph 6, the writer summarises their opinion.

b) **Aim** To identify linkers and suggest alternatives

- Direct Ss back to the essay to find the linkers and write them on the board.
- Elicit alternatives from various Ss and complete the task as a class.
- Refer Ss back to the **Writing Tip** box if necessary.

Suggested Answer Key

however – but

To begin with – To start with, Firstly

Secondly – Also, In addition,
 Another stressful thing – In addition
 Consequently – This way
 All in all – To sum up, In summary

2 **Aim** To match suggestions to consequences

- Explain the task and give Ss time to read the suggestions and results.
- Check Ss' answers.

Answer Key

1 B 2 A 3 C

3 **Aim** To analyse a rubric and match suggestions to results

- Read the rubric aloud and give Ss time to read through the suggestions and the results. Explain/Elicit the meaning of any unknown words.
- Give Ss time to complete the matching task, and then check Ss' answers.

Answer Key

1 B 2 C 3 A

4 **Aim** To write an essay making suggestions for solutions to a problem

- Explain the task and tell Ss to use the **Writing Tip**, the plan and their answers in Ex. 3 to help them.
- Give Ss time to write their essays, then check Ss' answers.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

How can you resist peer pressure?

Peer pressure is a normal part of growing up, but it can sometimes be so strong that it makes you feel you don't control your own life. What can you do, then, to resist peer pressure so you don't do anything you don't want to?

To begin with, it's important to trust your own feelings and know your personal limits. As a result, you will feel more confident in your actions.

Secondly, you should choose your friends carefully. Then, if your friends share your beliefs, you will reduce the amount of peer pressure you may experience.

Another helpful suggestion is to talk it through with someone you trust, such as a friend, teacher or parent. They may be able to give you helpful advice, as they probably have experience with peer pressure, too. All in all, I think peer pressure can be a major problem. However, if you are confident, and have support from good friends, peer pressure will never be a problem for you again.

4i Curricular: PSHE

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

- Elicit how many hours of sleep Ss get with a quick poll.
- Read the questions in the text aloud and elicit answers from various Ss.
- Play the recording. Ss listen and follow the text in their books to check their answers.

Suggested Answer Key

I get ten hours of sleep at night. There are four different stages of sleep. We need sleep for our bodies to repair and grow. Different people need different amounts of sleep.

2 **Aim** To read for specific information

- Ask Ss to read the sentences (1-6), and then give them time to read the text again and complete the task.
- Check Ss' answers. Ask Ss to justify their answers.

Answer Key

- 1 T body temperature drops
- 2 T harder to wake up
- 3 F (our brain is very active)
- 4 T lack of sleep seriously affects
- 5 T even shorten our life
- 6 F (don't exercise)

- 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

resting state (n): inactive condition

drop (v): to become lower

heart rate (n): the number of times a person's heart beats per minute (heart = organ in the chest that pumps blood round the body)

bodily function (n): physical process that takes place in the body (e.g. breathing)

slow down (phr v): to happen more slowly

brain (n): organ in the head that controls the body

active (adj): energetic

stage (n): phase or period

light (adj): not deep or heavy

deeply (adv): intensely or heavily

replace (v): to put sth new in the place of sth old

repair (v): to mend

cell (v): the smallest part in a living thing

lack of (n): not enough of sth

affect (v): to influence sth to change

grumpy (adj): bad tempered and miserable

forgetful (adj): not able to remember

concentrate (v): to give sth your full attention

immune system (n): the parts and processes in the body that protect from illness

depression (n): mental state of sadness

shorten (v): to make sth less in length

get into a routine (phr): to do things in a certain order

caffeine (n): chemical substance found in coffee and tea

keep you awake (phr): to stop you from sleeping

fall asleep (phr): (of the body) to go into a state of rest

3 **Aim** To consolidate new vocabulary

Elicit a variety of answers from various Ss. Remind Ss to use words from the **Check these words** box.

Suggested Answer Key

When we sleep our heart rate drops.

We feel grumpy, forgetful and unable to concentrate when we don't get enough sleep.

We should avoid drinks with caffeine before bedtime.

4 **Aim** To personalise the topic

Ask various Ss to read the questions aloud one at a time and then elicit answers from various Ss.

Suggested Answer Key

1 Yes, I do./No, I don't.

2 I feel tired and grumpy the next day when I haven't slept well. It makes my day more difficult.

3 I avoid drinks with caffeine before bedtime. I will try to fall asleep and wake up at the same time every day from now on.

5 **Aim** To give a presentation on sleep

- Ask Ss to collect information from the Internet, school textbooks, encyclopaedias or other reference sources about sleep.
- Allow time for Ss to collect their facts and present them to the class. Alternatively, assign the task as HW.

Suggested Answer Key

Sometimes you may wake up just as you are falling asleep, because your body jerks suddenly. This happens because as you relax into sleep, the brain thinks you are falling down and instructs your muscles to jump back up.

If you can't sleep, some people say, you should count sheep. The truth is that counting sheep or anything else will actually keep you awake.

You shouldn't eat just before going to bed. This is because your body is busy digesting food instead of winding down to sleep.

If an adult sleeps more than nine hours it is as bad for them as sleeping less than six hours.

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 on | 3 through | 5 on |
| 2 up with | 4 up | 6 out |

2 Aim To practise prepositional phrases

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

Answer Key

- | | | | |
|--------|------|--------|--------|
| 1 from | 2 of | 3 with | 4 into |
|--------|------|--------|--------|

3 Aim To form adjectives from verbs

- 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 curable | 4 different | 7 sensitive |
| 2 attractive | 5 pleasant | 8 forgetful |
| 3 sensible | 6 comfortable | |

4 Aim To revise vocabulary from the module

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

Answer Key

- | | |
|-------------------|----------|
| 1 grabbed | 3 hang |
| 2 sprained, hurts | 4 injury |

5 Aim To consolidate vocabulary from the module

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

Answer Key

- | | | |
|------------|-------------|---------|
| 1 immune | 4 self | 7 nasty |
| 2 confined | 5 poisonous | 8 ulcer |
| 3 home | 6 itchy | |

GAME**Aim** To consolidate vocabulary from the module

- Divide the class into two teams. Each team takes turns writing or saying a sentence with one of these words/phrases: *feel depressed, skin infection, nasty bite, mouth ulcer, wake up, inland, feel dizzy, take painkillers, antiseptic cream, prescription, get a fine, get stuck, deadly*.
- Each correct sentence earns one point. If the sentence is incorrect the team loses a point. The team with the most points after all the words/phrases have been used wins.

Suggested Answer Key

If you don't get enough sleep, you may **feel depressed**.
 You can get a **skin infection** from your cell phone.
 A snake can give you a **nasty bite**.
 Garlic may get rid of a **mouth ulcer**.
 You should **wake up** at the same time every day.
 The **inland** taipan is the most dangerous snake in the world.
 Vertigo can make you **feel dizzy**.
 You should **take painkillers** for a headache.
 You should put some **antiseptic cream** on a mosquito bite.
 A doctor can give you a **prescription** for some medicine.
 Alain Robert often **gets a fine** for climbing buildings.
 Sometimes he can **get stuck** if it starts to rain.
 The blue-ringed octopus is **deadly**.

Quiz**Answer Key**

- | | |
|-----------------------------------|-------------------------|
| 1 They can get a shoulder strain. | 5 up to 1.8 metres long |
| 2 You can get thumb arthritis. | 6 France |
| 3 vinegar | 7 four |
| 4 baking soda | |

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**Quiz**

- What shouldn't you drink before bedtime? (drinks that contain caffeine)
- What famous buildings has Alain Robert climbed? (the Eiffel Tower, the Empire State Building and the Petronas Twin Towers)
- Which building did he get stuck on? (the Canary Wharf Tower)

- 4 How many hours of sleep do babies need? (16-18 hours)
- 5 How does a platypus defend itself? (It has a poisonous spike on its back legs.)
- 6 Which is the most poisonous spider in Australia? (the funnel-web spider)
- 7 What can ginger cure? (an upset stomach, travel sickness and bad breath)

Skills 4

Speaking

1 **Aim** To describe a picture

- Read the rubric aloud and ask various Ss around the class to describe the picture.

Suggested Answer Key

In the picture I can see a classroom with some students sitting an exam or taking a test. There are four teenage students in the picture and they all have their heads down looking at the exam/test paper and writing the answers. There is a teacher walking around the classroom. In the foreground there is a girl with dark hair and sitting behind her there is a blonde girl. On the other side of the classroom there are two boys with short brown hair.

- Then elicit answers to the questions 1-3.

Suggested Answer Key

- 1 *I think the person in front is probably confident about the exam. She is looking at the paper and writing. She looks relaxed. She doesn't look stressed.*
- 2 *Yes, I do. It is the only way to assess their progress./ No, I don't. I think exams can be very stressful.*
- 3 *Yes, I am. I study as much as I can and then I feel less stressed because I know I couldn't have revised any more. I also take deep breaths before I go into the exam room so that I can try and feel more calm.*

2 **Aim** To analyse a model answer

Play the recording, then elicit answers to the question in the rubric.

Answer Key

He says that homework and coursework are better indicators of a person's knowledge of a subject rather than what he/she can remember in an exam. He also thinks that exam stress can make people forget what they know.

Reading

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

- Ask Ss to read the rubric and then read through the text.
- Elicit what the text is about.

Answer Key

The text is about the rescue of an Inuit boy from an ice floe.

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

- Give Ss time to read the text again and complete the task.
- Ask Ss to check their answers with their partner.
- Check Ss' answers around the class.

Answer Key

1 NS 2 F 3 T 4 F 5 T

Listening

4 **Aim** To listen for key information

- Read the rubric aloud and ask Ss to underline the key words which give clues about what Ss may hear in the recording.
- Check Ss' answers on the board then play the recording and Ss complete the task.
- Check Ss' answers.

Answer Key

1 D 2 C 3 B 4 A 5 B

5 **Aim** To practise word formation

- Explain the task and give Ss time to complete it. Point out that correct spelling is required.
- Check Ss' answers on the board.

Answer Key

1 *poisonous* 3 *permanently* 5 *safer*
2 *medical* 4 *original*

6 **Aim** To practise key word transformations

Explain the task and give Ss time to complete it and then check Ss' answers around the class. Remind Ss that they have to use the given words without changing their form.

Answer Key

1 *the man who helped us*
2 *which they went on was*
3 *who suffers from claustrophobia*
4 *may/might/could still be*
5 *mustn't take photographs*

Writing

7 **Aim** To prepare for a writing task and then write an essay making suggestions

- Read the rubric aloud and then play the recording.
- Ss listen and make notes.

Module 4

Suggested Answer Key

talk about parents' concerns – reassure them
make compromises – then you both get what you want
remind them they were young once – they may realise all teenagers are similar in some ways

- Give Ss time to then use their notes to write their essay.
- Check Ss' answers.

Suggested Answer Key

How can you overcome conflict with your parents?

Most teenagers have been in conflict with their parents at some point. It is normal. What can you do then, to overcome this conflict?

To begin with, it is important to talk to your parents about their concerns. As a result, you can reassure them about the things they are worried about.

Secondly, you should be prepared to make compromises. This way, you and your parents will both get what you want.

Finally, another helpful solution is to remind them that they were young once, too. This way they may realise all teenagers are similar in some ways and have to rebel against conformity a little.

All in all, I think conflict with parents can be a major problem. However, if you discuss things and make compromises, you can find a solution that everyone can be happy with.

Russia 4

Reading & Listening

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

- Read the title and the quotation aloud and elicit Ss' answers to the questions in the rubric.
- Play the recording. Ss listen and follow the text in their books and check if their answers were correct.

Suggested Answer Key

Susan Glasee says that a hot bath can make you feel a bit better even if you're sad and the banya is a type of hot bath.

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

- Ask Ss to read the text and complete the sentences.
- Allow Ss time to complete the task.
- Elicit answers from Ss around the class.

Answer Key

- 1 have elaborate and expensive bathhouses
- 2 popular

- 3 has three rooms
- 4 water
- 5 circulation

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

Suggested Answer Key

bathe (v): to wash yourself

elaborate (adj): very detailed, decorated

steam (n): the vapour produced when water boils

bath (n): a room or area used to wash yourself

cabin (n): a small (wooden) house

row (n): things arranged in a straight line

bench (n): a long wooden seat

stove (n): a piece of equipment used to provide heat for cooking or warmth

bucket (n): a container with a handle used for carrying water

bather (n): someone who is washing themselves

ladle (n): a large, deep spoon with a long handle

sweat (v): to perspire

pore (n): small opening in the skin

bunch (n): a number of similar things usually tied together

dried (adj): having no moisture in it

white birch (n): a type of tree with white bark

blood circulation (n): the movement of the red liquid (blood) in your body

intense (adj): being extreme or great in quality (heat)

toxin (n): a poisonous substance produced by living things

relieve (v): to ease or make less painful

prevent (v): to stop sth from happening

heal (v): to become healthy again

- 3 **Aim** To consolidate vocabulary

- Ss work in pairs.
- Refer Ss to the **Check these words** box again and ask them to use the words to ask and answer questions based on the text.
- Monitor the activity around the class.

Suggested Answer Key

A: Did the ancient Greeks build simple bathhouses?

B: No, they didn't. They built elaborate and expensive bathhouses.

A: Are banyas only found in big cities in Russia?

B: No, they aren't. Almost every village and town in Russia has its own Banya.

A: Are banyas good for you?

B: Yes, they are. They remove toxins from the body and help relieve stress etc

Speaking & Writing

4 **Aim** To consolidate information in a text/To develop critical thinking skills

- Read the rubric aloud and then the Ss complete the task in pairs.
- Monitor the activity around the class and then ask various Ss to share their answers with the class.

Suggested Answer Key

The banya is good for your health because the steam opens up your pores and helps remove the toxins from your body. The banya also helps you relax and relieve stress.

Some people think that it may even prevent and heal some illnesses.

5 **Aim** To research and write a paragraph about baths

- Explain the task and divide the class into small groups.
- Tell Ss they can use the Internet, encyclopaedias, or other sources of reference to find out information about baths.
- Ss collect information and write a short paragraph, then present it to the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

In ancient Greece and Rome, daily bathing was very important. The Romans even used to greet each other by saying, "Have a good bath."

The Greeks and Romans knew that being clean was important to good health.

Public bathhouses were very popular in both countries. They were often built near the gymnasiums or sporting centres.

Bathhouses were more than just places to wash yourself. They were used as social gathering centres. There were separate rooms for men and women. They offered other amenities as well, such as barbers, massage areas and foodstalls for a quick snack if you were hungry.

The ancient Greeks even had a simple steam room. Water was poured onto hot rocks and the steam caused the bather to sweat – just like the banya!

Life experiences

Topic

In this module, Ss will explore the topics of annoying habits, cultural differences, life changes, appearance and character.

Modular page

79

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

Vocabulary: Life events (*move house, get a promotion, start a family, get married, get fired/lose your job, get divorced, move abroad, get a job, graduate from university, start your own business, have grandchildren, retire, buy your own house*)

5a How annoying

80-81

Lesson objectives: To listen and read for gist, to read for specific information, to compare the Present Perfect and the Past Simple, to talk and write about an annoying situation

Vocabulary: Annoying habits (*have bad body odour, gossip about others, talk in the cinema, talk loudly on a mobile phone, have bad table manners, be late for an appointment, take things without asking*); Verbs (*suffer from, complain, sneeze, cover, press against*); Phrasal Verbs (*deal with, pull into, break down*); Nouns (*usher, restaurant critic, rail*); Adjectives (*furiously, polluted*); Phrases (*be someone's fault, be stuck*); Quantifier (*plenty*)

5b Culture shock

82-83

Lesson objectives: To listen and read for gist, to read for specific information, to learn the Present Perfect Continuous, to learn the modal verbs *must/can't/may/might* for making deductions, to talk and write about problems settling into a new country

Vocabulary: Difficulties abroad (*struggle to get used to the weather, have difficulty understanding social etiquette, find it hard to make friends, try to get used to the food, struggle with the language*); Verb (*treat*); Phrasal Verb (*turn up*); Nouns (*host family, host*); Adjectives (*outgoing, overwhelming, foreign, rewarding, challenging, self-confident, patient*); Phrase (*go for it*)

5c Culture Corner

84

Lesson objectives: To listen and read for gist, to read for general comprehension, to compare social etiquette in the UK with your country

Vocabulary: Verb (*extend*); Nouns (*firm handshake, hug, greeting, crowded place, token, elbow*); Adjectives (*rare, typical, second rate*); Phrases (*make eye contact, in public, be aware*)

5d Everyday English

85

Lesson objectives: Complaining and apologising, to learn the pronunciation of linking sounds

Vocabulary: Un-neighbourly behaviour (*rubbish, damage property, litter, bark, park, driveway*); Sentences (*Could I talk to you for a minute?, What can I do for you?, I'm afraid I have a complaint., Oh, I'm really sorry about that., I'll make sure it doesn't happen again., Thanks, I'd really appreciate that.*)

5e Be the change

86-87

Lesson objectives: To listen and read for gist, to read for specific information, to talk and write about who you admire from the text

Vocabulary: Life changes (*win a scholarship to a top university, move into a caravan in the countryside, adopt a child from abroad, start your own business, set up a charity, grow your own food, have cosmetic surgery*); Verb (*win, shave, achieve*); Phrasal Verb (*throw away*); Nouns (*drug addict, shelter, dedication, determination, scholarship, social issue, solar panel, profits, community*); Adjectives (*homeless, passionate, home-grown, award-winning, starving*); Phrases (*share the stage, reach your goals*)

5f Changes in life

88-89

Lesson objectives: To listen and read for gist, to read for key information, to learn/revise the to-infinitive and -ing forms, to compare a wedding in your country to an Indian wedding

Vocabulary: Stages in life (*infant, toddler, child, teenager, adult, middle-aged, elderly*); Verbs (*signify, greet, last*); Nouns (*tradition, nickname, stick, dye, prosperity, silk, groom, marching band, entrance, ceremony*); Adjective (*stunning*); Phrases (*leap at the chance, steaming hot, hustle and bustle, embarrass oneself, fairytale wedding*)

5g Skills**90**

Lesson objectives: To describe friends and family members, to listen for specific information, to comment on changes in appearance

Vocabulary: Appearance (*middle-aged, fat, short, old, well-built, in her early twenties, tattoo, curly, skinny, wrinkles, moustache, freckles, long, round, of medium height, small, oval, tall, overweight, thin, beard, young, wavy, straight, in her early forties, in his mid-thirties, plump, dark/pale skin, pierced ears, glasses, blond(e), dark, bald, in her late teens.*); Character (*patient, cheerful, honest, lazy, outgoing, rude, shy, generous, selfish, popular*); Commenting on changes in appearance (*I didn't recognise you! Have you changed something?; You look nice! Is something different?; You've changed!/You look different.; What have you changed?*)

5h Writing**91**

Lesson objectives: To listen for specific information, to write a for-and-against essay

5i Curricular: Science**92**

Lesson objectives: To read for gist and specific information, to give a presentation on bodily functions

Vocabulary: Verbs (*stretch, increase, release, flow, irritate, vibrate*); Nouns (*muscle, lung, airways, throat, vocal cords, adrenalin, voice box, dust, pollen, virus, brain, allergy*); Adjective (*jerky*)

Language in Use 5**93**

Lesson objectives: To learn/practise phrasal verbs with *take & turn*, to learn/practise prepositional phrases, to form negative adjectives, to practise collocations, to do a quiz, to write a quiz

Skills 5**94-95**

Lesson objectives: To read for detailed comprehension, to listen for specific information, to practise word formation, to describe a picture, to talk about a personal experience, to write a for-and-against essay

Russia 5**96**

Lesson objectives: To listen and read for gist, to read for specific information, to talk and write about Ivan Kupala Day/Midsummer Day

Vocabulary: Nouns (*summer solstice, rite, ceremony, fern flower, prosperity, bonfire, spirit*); Verbs (*wander, bloom, blossom*); Adjective (*ancient*)

►► What's in this module?

Read the title of the module (*Life experiences*) and ask Ss to suggest what they think the module will be about (*the module is about annoying habits, cultural difficulties, bodily functions, appearance and character*). Go through the topic list and initiate a discussion to prompt Ss' interest in the module.

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

- Ask Ss to look at the pictures.
- Play the recording. Ss listen and repeat chorally or individually.

2 a) Aim To match pictures to vocabulary

Explain the task and ask various Ss to identify which life event each picture shows.

Answer Key

- 1 graduate from university 4 get married
2 get a job/promotion 5 buy your own house
3 move house

b) Aim To describe a picture

- Explain the task and ask various Ss to describe a picture. Point out that Ss should think about the place, the weather, what the person/people is/are doing, what they are wearing and how they feel.
- Continue until all pictures are described satisfactorily.

Suggested Answer Key

In picture 1, there are two young women and a young man in black graduation robes and caps. One of them is holding a certificate. They are smiling and happy. It looks like they have just graduated from university.

In picture 2, there is a woman in an office sitting behind a desk and shaking hands with a young man on the other side of the desk. She is smiling and happy and I think she has just offered the young man a job or a promotion.

In picture 3, there is a young couple sitting on the floor in front of a box. They are either wrapping things and putting them into the box or unwrapping things and taking them out of the box. They are moving out of their home or have just moved into their new home.

In picture 4, there is a woman and two young girls. They are wearing white dresses and smiling. The girls look like bridesmaids. The woman is probably about to get married.

In picture 5, there is a couple standing on the lawn of a house with a 'for sale' sign in front of it. A woman is giving them a set of keys and the couple seems happy. They must have just bought the house.

3 **Aim** To present vocabulary for life events

- Play the recording. Ss listen and answer the question.
- Elicit from various Ss what experience Andy is talking about.

Answer Key

Andy is talking about his graduation day.

OVER TO YOU!

Aim To personalise the topic

Elicit answers to the question from various Ss.

Suggested Answer Key

I have experienced moving house. It was quite upsetting to leave my old home and my friends behind. My older sister has experienced graduating from university. I felt happy and proud.

5a How annoying!

Vocabulary

1 a) **Aim** To present new vocabulary related to other people's annoying/bad habits

- Direct Ss' attention to the pictures (1-7) and the phrases (A-G).
- Explain/Elicit the meaning of any unknown words and then elicit which habits match which pictures.

Answer Key

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

b) **Aim** To talk about annoying things that other people do

- Explain the task and read out the example exchange.
- Ask Ss to talk in pairs about which habits they find the most annoying.
- Monitor the activity around the class and then ask some pairs to tell the class.

Suggested Answer Key

B: ... people talk loudly on a mobile phone.

A: Yes, I agree. I hate it when people talk in the cinema.

B: Me too. Also, I can't stand it when people have bad table manners. etc

Reading

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

- Explain the task and read the questions in the rubric aloud.
- Play the recording. Ss listen and follow the text in their books to find out.

Answer Key

Suzy and her family felt really sorry for the waiter. Liam was told to leave the cinema because he shouted at some people who were talking all through the film. Chris found himself next to a man with terrible body odour on a train.

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

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

Answer Key

- 1 F (a group of teenagers behind us didn't stop talking and laughing)
- 2 T – lost my temper
- 3 NS
- 4 F (the man in the restaurant with the bad manners)
- 5 F (saw bodies pressed against the door)
- 6 T – stuck for an hour

- 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

usher (n): person who shows you where to sit in a cinema or theatre

furious (adj): very angry

be someone's fault (phr): be responsible for sth bad that happens

suffer (from) (v): to be badly affected by sth

complain (v): to say you are not satisfied or happy with sth

sneeze (v): to force air quickly out of your mouth and nose in a way you cannot control

cover (v): to put sth over sth else

deal with (phr v): to solve a problem or help a situation
restaurant critic (n): person who evaluates a restaurant's food or service

plenty (qu): a lot of

pull into (phr v): (of a vehicle) to move into an area and stop

press (against) (v): to push firmly or lean on sth or sb else

rail (n): bar used for support

break down (phr v): to stop working

be stuck (phr): to be in a place that you want to get away from but can't

polluted (adj): dirty and full of poisonous chemicals

3 **Aim** To match titles to stories

- Read the rubric aloud and explain/ elicit the meanings of any unknown words.
- Elicit answers and possible alternatives from various Ss.

Answer Key/Suggested Answer Key

- A **THROWN OUT** (TALKING AT THE CINEMA)
 B **HEALTH WARNING** (NASTY CUSTOMER)
 C **HOLD YOUR NOSE** (PUBLIC NUISANCE)

4 **Aim** To learn consolidate new vocabulary (idioms)

- Read the **Study Skills** box aloud and direct Ss' attention to the words in bold in the text and the list of words in the rubric.
- Give Ss time to match them, and then check Ss' answers around the class.

Answer Key

gets on my nerves: annoys me
lost my temper: got angry
laughing their heads off: laughing a lot
letting off steam: releasing my anger
felt really sorry for: sympathised with
The final straw: the thing that made me feel unable to accept a situation any more
my heart sank: I started to feel sad/worried

Grammar5 **Aim** To compare the Present Perfect and the Past Simple

- Revise how we form the Present Perfect (*personal pronoun + has/have + past participle*) and what we use the Present Perfect tense for (*to talk about actions which happened at an unstated time in the past, actions which started in the past and continue to the present and for actions which have recently finished with visible results in the present*).
- Revise the Past Simple (*usually with personal pronoun + verb + -ed*) and its uses (*to talk about completed actions in the past*).
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

Answer Key

1 B 2 C 3 A 4 D

6 **Aim** To practise the Present Perfect and the Past Simple

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

Answer Key

- 1 *gossiped, haven't spoken*
 2 *Has anyone seen, put, came, ate*
 3 *Have you visited, went*
 4 *arrived, has been*

Speaking & Writing7 **Aim** To consolidate information in a text

- Explain the task and give Ss three minutes to write down their answers.
- Ask various Ss to read their answers aloud.

Suggested Answer Key

I find when people talk during a film to be the most annoying. When I have paid to see a film, I want to enjoy it without other people spoiling it by making noise. I would tell the usher to throw them out.

I find when people have bad table manners to be the most annoying. If they cannot eat quietly, I don't think they should eat at restaurants. It puts other people off their meals.

I find when people have bad body odour to be the most annoying. Nasty odours make me feel ill. I would get off the train and get in another carriage. I don't understand why people are not aware of their bad body odour.

8 **Aim** To personalise the topic

- Explain the task and give Ss time to think of a situation that has happened to them.
- Give Ss time to write their posts and then ask various Ss to read them aloud.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

It really annoys me when people take things without asking. My sister is always doing this. Last week I had an appointment with some friends and planned to wear my favourite red shirt. I spent ages looking for it, but I couldn't find it anywhere. I gave up in the end and wore my purple one instead. Just as I was leaving the house to meet my friends, my sister came home. Guess what she was wearing – my favourite red shirt! I was so angry with her for taking it without asking.

5b Culture shock**Vocabulary**1 a) **Aim** To introduce topic-related vocabulary

- Direct Ss' attention to the pictures (1-5).
- Play the recording. Ss listen and repeat chorally or individually.

- Explain/Elicit the meanings of any unknown words.

b) **Aim** To consolidate new vocabulary

- Explain the situation and read the example aloud. Point out that the sentence uses the Present Perfect Continuous tense.
- Elicit similar sentences from various Ss for the remaining pictures.

Suggested Answer Key

- 2 Tony has been having difficulty understanding social etiquette.
- 3 Rachel has been finding it hard to make new friends.
- 4 Laura has been trying to get used to the food.
- 5 Peter has been struggling with the language.

Reading

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

- Read the questions in the text aloud and elicit what Ss think the interview is about.
- Play the recording. Ss listen and follow the text in their books to check if their guesses were correct.

Answer Key

The interview is about Steven's experiences during his year spent studying abroad.

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

- Ask Ss to read the text again and mark the statements T (true) or F (false).
- Check Ss' answers.

Answer Key

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

- 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

host family (n): group of relatives who have invited sb to live with them in their home

outgoing (adj): (of a person) very friendly and enjoying meeting people and talking

host (n): person who invited guests

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

overwhelming (adj): affecting someone very strongly

foreign (adj): coming from a country that is not your own

rewarding (adj): giving you satisfaction

challenging (adj): difficult and requiring effort

turn up (phr v): to arrive

go for it (phr): to encourage sb to do sth

self-confident (adj): sure of your own abilities

patient (adj): calm; not getting angry easily

3 **Aim** To consolidate new vocabulary

- Give Ss time to complete the phrases and write their sentences.
- Check Ss' answers.

Answer Key

1 learning	4 know	7 study
2 improve	5 spicy	8 get
3 host	6 social	

Suggested Answer Key

Studying abroad is a great **learning opportunity**.

You can take extra lessons to **improve your language skills**.

Steve's **host family** live in Mexico.

It feels good when you **know the answer** to someone's question.

I don't like **spicy food**; it's too hot.

Social etiquette is important when travelling abroad.

I hope to **study abroad** one day.

I don't often **get lost** because I use a street map.

Grammar

4 **Aim** To present the Present Perfect Continuous

- Explain that we use the Present Perfect Continuous to put emphasis on the duration of an action that started in the past and continues to the present and for an action that has recently finished but whose results we can see in the present.
- Explain that we form it with *have been + -ing* form and that we use time adverbs such as *for*, *since* and *so far*.
- Elicit examples from the text in Ex. 2.

Suggested Answer Key

Examples in the text: I have been learning Spanish for three years now – my hosts have been treating me like part of their family. I've also been learning to slow down and relax – I've been struggling a bit to get used to the hot weather.

We use the present perfect continuous to put emphasis on the duration of an action that started in the past and continues to the present and for an action that has recently finished with visible results in the present.

We use the time adverbs *for* and *since* with this tense.

5 a) **Aim** To practise the Present Perfect Continuous

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

Answer Key

- 1 has been studying
- 2 has been working

- 3 *has your brother been living*
- 4 *have been learning*
- 5 *have you been doing*
- 6 *has been snowing*

b) **Aim** To practise the Present Perfect Continuous interrogative

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

Suggested Answer Key

- 2 *Has it been raining?*
- 3 *Has he been digging in the garden?*
- 4 *Have they been waiting long?*
- 5 *Have you been walking a lot?*

6 **Aim** To practise the Present Perfect, the Present Perfect Continuous and the Past Simple

- Explain the task and remind Ss that they have three tenses to choose from to make correct sentences.
- Give Ss time to complete the sentences, then check Ss' answers.

Answer Key

- 1 *have you been studying, started*
- 2 *Have you ever been, went*
- 3 *have been waiting, got*
- 4 *Has Dave been studying, went*
- 5 *got back, had*
- 6 *Have you finished, have been working, haven't finished*

7 **Aim** To present modals for making deductions (*must/can't/may/might*)

- Read the table aloud and explain that we use *must/can't + bare infinitive* to talk about sth we are sure about and we use *may/might + bare infinitive* to talk about sth we aren't sure about.
- Elicit the L1 equivalents for the examples.

(Ss' own answers)

8 **Aim** To practise modals for making deductions

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

Answer Key

- | | | |
|----------------|-----------------------|--------------|
| 1 <i>must</i> | 3 <i>may</i> | 5 <i>may</i> |
| 2 <i>can't</i> | 4 <i>can't, can't</i> | |

Speaking & Writing

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

- Ask Ss to look through the text once more and think about Steven's problems in Mexico.
- Give Ss time to make sentences, and then ask various Ss to tell the class.

Suggested Answer Key

He found it a bit overwhelming at first, trying to answer everyone's questions in Spanish, but he has improved his language skills and now he enjoys it. He wasn't used to the pace of life, but now he has learned to slow down and have an afternoon siesta after lunch. He was struggling with the hot weather. Now he wears a hat. It was difficult for him to get used to the spicy food, but now he's really enjoying it. Steven also had difficulty understanding social etiquette; he showed up exactly on time to a dinner invitation. He has learnt that Mexicans usually turn up at least half an hour late.

5c Culture Corner

1 **Aim** To present the topic

- Read the rubric aloud and elicit whether Ss know any dos and don'ts of British social etiquette.
- Play the recording. Ss listen and follow the text in their books to find out.

Suggested Answer Key

In Britain, people shake hands when they meet someone for the first time. When they ask how you are they are only being polite. You should always say 'please' and 'thank you'. Brits use a variety of hand gestures, but pointing is rude. You should take a gift to someone's house if you are invited to dinner.

2 **Aim** To read for general comprehension

- Explain the task and read the headings aloud.
- Explain/Elicit the meanings of any unknown words and ask Ss to read the text again and match the headings to the paragraphs.
- Check Ss' answers. Ss should justify their answers.

Answer Key

- | | |
|------------------------------------|------------------------------|
| 1 <i>D (meet first time)</i> | 3 <i>A (gestures)</i> |
| 2 <i>B (not expect long reply)</i> | 4 <i>C (token of thanks)</i> |
- 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

extend (v): to reach out

firm handshake (n): holding sb's hand with your own with a strong grip and moving it up and down

rare (adj): not common

hug (n): putting your arms around a person and holding them tightly to show affection

make eye contact (phr): to look sb straight in the eye when they look at you

typical (adj): usual

greeting (n): way of saying hello

in public (phr): in front of a group of people

be aware (phr): to make sure you know about sth

crowded place (n): area full of people

token (n): sth that you do for or give sb

elbow (n): the joint in the middle of the arm

second-rate (adj): not the best

3 a) **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 talk	5 extend	9 between
2 token	6 index	10 kiss
3 sharing	7 return	11 firm
4 typical	8 talk	12 make

b) **Aim** To learn/consolidate new vocabulary

- Give Ss time to write sentences giving advice to sb visiting the UK, using the phrases in Ex. 3a.
- Elicit answers from various Ss.

Suggested Answer Key

- 1 When you are eating, you shouldn't talk with your mouth full.
- 2 You should give some flowers to your host as a token of thanks.
- 3 You should remember a few things when sharing a meal with Britons.
- 4 Kissing on the cheek is a typical greeting between British friends and relatives.
- 5 You should extend a hand when you first meet Brit.
- 6 You shouldn't point with your index finger; use your whole hand instead.
- 7 If someone smiles at you, return the gesture.
- 8 You mustn't talk loudly on your mobile phone. It's rude.
- 9 Hugs are unusual between friends.
- 10 A kiss on the cheek is typical between friends.
- 11 A first greeting involves a firm handshake.
- 12 You should make eye contact when you talk to someone.

4 **Aim** To write a list of dos and don'ts for social etiquette in your country

- Explain the task and give Ss some time to make a list of dos and don'ts.
- Ask Ss to compare the social etiquette in the UK to the etiquette in their country.
- Ask various Ss to tell the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

In my country, when you greet someone, most people shake hands. We also call each other by our title or full name, like in the UK and it is very rude to call someone by their first name until they invite you to. In the UK, there are a lot of positive hand gestures, but we don't really use them. It is very rude. Also, in the UK people have lots of personal space; in my country people stand very close to you. Don't be shocked if people are almost touching you when they speak to you and don't move back, because this will insult the person you are speaking with. If you are invited to someone's home for dinner, it is polite to take a small gift, the same as in the UK. Also, in my country it is rude if you arrive exactly on time. It is always best to arrive about 15 minutes late but no more. Britons don't like elbows on the table and we have something similar; you must always keep your wrists on the table. You should try a little of everything and if offered, accept second helpings.

5d Everyday English

1 **Aim** To present new vocabulary

- Play the recording, with pauses for Ss to listen and repeat chorally or individually.
- Pay attention to Ss' intonation and pronunciation.
- Elicit whether any Ss have/have had any of these problems with bad neighbours.

(Ss' own answers)

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

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

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

- Explain the task.
- Play the recording. Ss listen and follow the dialogue in their books to find out.

Answer Key

The problem is that Alan's neighbour is playing very loud music and Alan can't study.

- 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

How can I help you? – What can I do for you?

I apologise. – I'm really sorry about that.

Can I discuss something with you? – Could I talk to you for a minute?

I didn't know it was a problem. – I didn't realise it was bothering anyone.

That would be great. – I'd really appreciate that.

Pronunciation

- 4 **Aim** To learn about linking sounds

- Read the theory aloud and then play the recording, with pauses for Ss to repeat chorally or individually.
- Pay attention to Ss' intonation.

Speaking

- 5 **Aim** To practise role playing

- Explain the situation.
- Tell Ss that they can use the sentences in Ex. 2a and the un-neighbourly behaviour from Ex. 1 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 in front of the class.

Suggested Answer Key

A: Hello. I'm Tina Brown, I've just moved in next door.

B: Oh, hello. Pleased to meet you, Tina. I'm Tom Bird.

A: Pleased to meet you, Tom. Could I talk to you for a minute?

B: Sure. What can I do for you?

A: Well, I'm afraid I have a complaint. It's just that you've been parking in front of my driveway, and it's difficult for me to get in and out.

B: Oh, I'm sorry about that. I didn't realise it was a problem.

A: That's OK, it's just that I'd like the driveway to be clear so I can come and go easily.

B: I understand. Don't worry I'll make sure it doesn't happen again.

A: Thanks – I'd really appreciate that.

B: You're welcome. And sorry again.

A: Don't worry about it. Have a nice day.

5e Be the Change

Vocabulary

- 1 a) **Aim** To introduce the topic and stimulate interest in the text

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

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

- Explain the task and read the examples aloud.
- Ask various Ss to say sentences about the life changes, using the adjectives in the list.

Suggested Answer Key

I'd like to win a scholarship to a top university. It would be very exciting.

I wouldn't like to move into a caravan in the countryside. It's too difficult.

I'd like to start my own business. It would be very challenging.

I wouldn't like to grow my own food. It's too tiring.

I would(n't) like to adopt a child from abroad. It's challenging/risky.

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

- Ask Ss to read the title, the introduction and the first and last sentences in each text.
- Elicit Ss' guesses as to what changes each person made in their lives.
- Play the recording. Ss listen and follow the text in their books to find out if their guesses were correct.

Suggested Answer Key

I think Liz Murray won a scholarship to a top university.

I think Mark Boyle lives without money.

I think Narayanan Krishnan set up a charity.

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

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

Answer Key

1 M 2 N 3 M 4 L 5 N 6 L

- 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

share the stage (phr): to have use of a raised platform along with other people

homeless (adj): having nowhere to live

drug addict (n): person who cannot stop taking drugs (e.g. heroin)

shelter (n): building where homeless people can get food and a bed

dedication (n): the act of giving lots of time and effort to a cause

determination (n): quality when someone has decided to do sth despite any obstacles

win (v): to succeed, defeat others

scholarship (n): an amount of money given to support a student's education

reach your goals (phr): to succeed in doing what you wanted to do

passionate (adj): having a strong belief in sth

social issue (n): problem related to society

throw away (phr v): to get rid of sth that is not wanted

solar panel (n): surface that takes the sun's heat and light and turns it into electricity

home-grown (adj): grown in your own garden

profits (n): amount of money gained from a business activity

community (n): all the people living in a particular area

award-winning (adj): having won an award/prize for having done sth well

starving (adj): very hungry

shave (v): to remove hair from the face using a razor

achieve (v): to succeed in doing sth

BACKGROUND INFORMATION

Mikhail Gorbachev, born on 2nd March 1931, is a former Soviet statesman. He was General Secretary of the Communist Party of the Soviet Union from 1985-1991. He was awarded the Nobel Peace Prize in 1990.

The Dalai Lama is a Buddhist leader in Tibet. The name means chief/high priest of oceans.

Switzerland is a country in Western Europe. Its capital city is Bern. It is home to many international organisations such as the Red Cross and the International Olympic Committee and it is one of the richest countries in the world.

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

- Explain the task and give Ss some time to complete it.
- Ask various Ss to share their answers with the class and suggest alternative titles.

Answer Key

A – FROM HOMELESS TO HARVARD

B – A LIFE WITHOUT CASH

C – CARING FOR THE HUNGRY

Suggested Answer Key

TURNING HER LIFE AROUND

WASTE NOT, WANT NOT

A HELPING HAND

5 a) **Aim** To learn/consolidate new vocabulary

- Direct Ss' attention to the words in bold in the text and the list of words in the rubric.
- Give Ss time to match them, and then check Ss' answers around the class.

Answer Key

look after: care for

turn around: change

gave up: stopped doing

moved into: started living in

put in: installed

take up: started

set up: created

hands out: gives

b) **Aim** To consolidate new vocabulary

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

Suggested Answer Key

Liz Murray **looked after** her younger sister.

She managed to **turn** her life **around** after a bad start.

Mark Boyle **gave up** his job and decided to live without money.

He **moved into** a caravan in the countryside and started growing his own food.

He **put in** solar panels for electricity.

Narayanan Krishnan was about to **take up** a top job as a chef.

He **set up** a charity called Akshaya Trust.

He **hands out** meals to homeless people.

6 **Aim** To consolidate new vocabulary

- Explain the task and refer Ss back to the **Check these words** box.
- Give Ss time to complete it, then check Ss' answers.

Answer Key

- | | | |
|----------------|-----------------|--------------|
| 1 homeless | 3 reach | 5 home-grown |
| 2 solar panels | 4 Social issues | |

Speaking & Writing

7 **Aim** To express a personal opinion on the topic of a text

- Read the rubric aloud and give Ss time to think of their answers and write some sentences giving reasons.
- Ask various Ss to read their sentences to the class.

Suggested Answer Key

I admire Liz the most because she turned her life around. She used to live on the streets, but she had determination and dedication and won a place in a top university. Now Liz spends her time talking to teenagers about drugs and gangs and how to stay away from them. She wants people to know that they can reach their goals even if they have a tough life.

I admire Mark the most because he gave up his job to prove that we don't need money. He lives in an old caravan in the country and eats food he grows himself; he even eats wild berries when he is hungry and washes in a river. Also, he has written a book about his experiences and is going to use the profits to make a community that lives without money.

I admire Narayanan the most because he gave up his job to set up a charity to help starving people. Every day he cooks 400 meals for hungry homeless people in the community and hands them out. He even gives them a haircut and a shave if they want one. Narayanan has shown me that even one man can make a big difference.

5f Changes in life

Vocabulary

1 **Aim** To introduce new vocabulary

- Direct Ss' attention to the pictures.
- Play the recording with pauses for Ss to listen and repeat chorally or individually.
- Elicit answers to the questions from Ss around the class.

Suggested Answer Key

I am a teenager.

My teacher is an adult.

My parents are middle-aged.

My uncle is an adult.

My neighbours' kids are children/toddlers/infants.

2 **Aim** To present new vocabulary

- Direct Ss' attention to the pictures on p. 88 and go through the list of phrases.
- Explain/Elicit the meanings of any unknown words.
- Ask various Ss around the class to describe the pictures using the new vocabulary.

Suggested Answer Key

The first picture in Ex. 1 shows a couple with a baby. The other picture shows a young woman who has just got a degree.

Reading

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

- Elicit what, if anything, Ss know about Hindu weddings. Elicit a variety of questions from Ss around the class and write three of them on the board.
- Play the recording. Ss listen and follow the text in their books and see if their questions were answered.

Suggested Answer Key

- 1 *How long do the wedding celebrations last? (3-10 days)*
- 2 *Do the people dance at Hindu weddings? (Yes, they do.)*
- 3 *What do the bride and groom wear? (The bride wears a red and gold sari and the groom wears white.)*

4 **Aim** To read for key information

- Explain the task and ask Ss to read the questions and possible answers 1-5 and then give them time to read the text again and answer them.
- Check Ss' answers. Ss should justify their answers.

Answer Key

- 1 *B (It sounded so exotic and I wanted to see it from myself)*
 - 2 *C (as I admired the architecture of the pink city)*
 - 3 *B (I really enjoyed watching the modern Bollywood dances)*
 - 4 *D (but it was nothing compared to the bride)*
 - 5 *A (Thankfully, this time I didn't seem to embarrass myself so much)*
- 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

leap at the chance (phr): to be quick to take up an opportunity

signify (v): to symbolise

steaming hot (phr): extremely hot

greet (v): to welcome and meet sb

tradition (n): a custom or belief that has existed for a long time

hustle and bustle (phr): the noisiness and crowdedness of a place

nickname (n): a pet name for sb/sth/an informal name for sb or sth

stick (n): a short piece of wood

last (v): to continue to exist for a certain length of time

dye (n): a special liquid that can change the colour of sth

prosperity (n): wealth, the quality of being rich

silk (n): a very soft fabric

groom (n): a man about to be married
marching band (n): a group of musicians who play while moving in formation
entrance (n): the act of walking into a building or place
stunning (adj): amazing, fantastic
ceremony (n): a ritual or formal event
embarrass oneself (phr): to make yourself feel self-conscious about your behaviour
fairytale wedding (phr): a magical wedding like in a story e.g. Cinderella

5 **Aim** To consolidate new vocabulary

- Give Ss time to complete the task and check in their dictionaries.
- Elicit answers from Ss around the class.

Answer Key

1 leapt	4 bustle	7 entrance
2 steaming	5 lasted	8 experienced
3 greeted	6 awkward	

6 **Aim** To consolidate new vocabulary

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

Answer Key

1 steaming	4 multi-coloured	7 flower
2 hustle	5 future	8 fairy-tale
3 wedding	6 marching	

Grammar

7 a) **Aim** To practise the to-infinitive & -ing form

- Give Ss a one-minute time limit to think of verbs/phrases using the to-infinitive and the -ing form.
- Check Ss' answers around the class.

Suggested Answer Key

would like + to-infinitive	make + infinitive without to
suggest + -ing form	love + -ing form
hope + to- infinitive	agree + to-infinitive

b) **Aim** To present all present tense forms of the infinitive and -ing form

- Go through the theory box and explain that we use the **present infinitive** ([to] dance) with the present simple and future simple tenses, the **present continuous infinitive** ([to] be dancing) with the present continuous tense, the **present perfect infinitive** ([to] have danced) with the past simple, present perfect and past perfect tenses and the **present perfect continuous infinitive** ([to] have been dancing) with the past continuous, the present perfect continuous and the past perfect continuous.

- Explain that we use the **present -ing form** (dancing) with the present simple and the future simple tenses and we use the **perfect -ing form** (having danced) with the present perfect tense.
- Elicit examples of infinitive and -ing forms from the text from Ss around the class.

Answer Key

having greeted, helped me to put, to wear, following him, seemed to be doing, walking, exchanging, seem to embarrass myself, to have met ... have experienced, like being

8 **Aim** To practise infinitive & -ing forms

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

Answer Key

1 to go	4 to have been	7 to be walking
2 to be enjoying	5 dancing	8 having eaten
3 to eat	6 having told	

Speaking & Writing

9 **Aim** To practise infinitive & -ing forms

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

Suggested Answer Key

It seems they have just had a baby. They appear to be very happy. New parents tend to be quite emotional. She **seems** to have got a degree. She **appears** to be holding her certificate. She **appears** to feel proud. Graduates **tend** to feel happy and proud.

10 **Aim** To consolidate information in a text and compare weddings in your country to Indian weddings

- Explain the task and give Ss a three-minute time limit to complete the task and then tell their partner.
- Monitor the activity around the class and then ask some Ss to report back to the class.

Suggested Answer Key

In my country, the bride wears a white dress. In the Indian wedding, the bride wears a red and gold sari and the groom wears white. In my country, the wedding takes place in one day, but in an Indian wedding the celebrations can last for many days. There is a lot of dancing and traditional food at both an Indian wedding and at a wedding in my country.

5g Skills

Vocabulary

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

- Direct Ss' attention to the headings and the list of words. Write the headings in a table on the board, and elicit from various Ss which words go under which headings.
- Ask Ss to copy the table into their notebooks.
- Play the recording. Ss listen and check their answers.

Answer Key

SPECIAL FEATURES	<i>tattoo, wrinkles, moustache, freckles, beard, dark/pale skin, pierced ears, glasses, bald</i>
FACE	<i>long, round, small, oval</i>
AGE	<i>middle-aged, old, in her early twenties, young, in her early forties, in his mid-thirties, in her late teens</i>
HAIR	<i>curly, long, wavy, straight, blond(e), dark</i>
BUILD	<i>fat, well-built, skinny, overweight, thin, plump</i>
HEIGHT	<i>short, of medium height, small, tall</i>

b) **Aim** To describe people

- Direct Ss' attention to the pictures and give them time to prepare their answers.
- Remind Ss to include special features, height, face, hair, build and age where they can.
- Ask various Ss to describe the people in the pictures for the class.

Suggested Answer Key

... in his mid-thirties and he is overweight. He has got short dark hair, brown eyes, a pierced ear and a beard and moustache. He has lots of tattoos on his arms, too.

Debbie is in her early forties. She seems to have a slim build and she's probably of medium height. She has got long dark curly hair, big brown eyes, dark skin and a wide mouth. She also wears glasses.

Jenny is young – around ten years old – and slim. She has got long curly red hair, small brown eyes, a wide mouth and freckles. She has got pierced ears.

Ted is middle-aged. He is probably tall and slim. He is bald, has got brown eyes and a grey beard and moustache.

Sandra is in her early twenties. She seems to be of medium height. She has got a round face and long blonde hair. She has got pale skin and blue eyes, too.

2 **Aim** To present/practise character adjectives

- Go through the adjectives in the list, and ask Ss to try to complete the task before looking up the meanings of any of the words they are unsure of.
- Check Ss' answers.

Answer Key

1 <i>honest</i>	5 <i>outgoing</i>	9 <i>generous</i>
2 <i>selfish</i>	6 <i>lazy</i>	10 <i>shy</i>
3 <i>patient</i>	7 <i>cheerful</i>	
4 <i>rude</i>	8 <i>popular</i>	

3 **Aim** To consolidate new vocabulary

Ss, in pairs, use the vocabulary from Exs. 1 and 2 to describe their friends and family members. Monitor the activity around the class and then ask various Ss to describe a person to the class.

Suggested Answer Key

A: *What does your dad look like?*

B: *He's of average height and slim. He has short dark hair and a beard and moustache. He also wears glasses.*

A: *What's he like?*

B: *He's kind, generous and funny.*

Listening

4 **Aim** To listen for specific information

- Explain the task and ask Ss to read the sentences 1-5. Explain/Elicit the meanings of any unknown words.
- Play the recording. Ss listen and check the correct box for each statement. Check Ss' answers. You can play the recording again with pauses for Ss to check their answers.

Answer Key

- 1 *T*
- 2 *T*
- 3 *F* (Young people often compare themselves to celebrities on TV.)
- 4 *F* (lose some weight or become healthier)
- 5 *F* (a parent, a teacher or an adult you trust)

Speaking

5 **Aim** To comment on changes in appearance

- Go through the phrases and the useful language in the box.
- Ss work in pairs using the phrases and the useful language to act out exchanges like the example.
- Monitor the activity around the class and then choose various pairs to act out their exchanges.

Suggested Answer Key

A: *You look nice. Is something different?*

B: *Yes. I just got new glasses.*

A: You look great.

B: Thanks.

A: You look different. What have you changed?

B: I got a haircut.

A: It looks great.

B: Thanks.

A: I didn't recognise you! Have you changed something?

B: Yes. I've grown a beard!

A: Of course. It looks nice.

B: Thanks.

A: You look different. What have you changed?

B: I've grown my hair out.

A: Yes! It looks great.

B: Thanks.

5h Writing

1 **Aim** To analyse a model essay

- Go through the **Writing Tip** and explain the structure and content of a for-and-against essay.
- Give Ss time to read the essay, then elicit the arguments for/against the topic, and the examples the writer gives.

Answer Key

Arguments for: can help you become fluent in a foreign language, can learn about another culture

Arguments against: studying abroad is expensive, may have problems adjusting

Examples/Justifications: improve employment prospects, gain knowledge, new friends and experiences, huge debt to repay, may not enjoy it, be unhappy

2 **Aim** To identify topic sentences

- Refer Ss back to the essay to find the topic sentences and then write these on the board.
- Elicit alternatives from various Ss, and complete the task as a class.

Answer Key

Without a doubt, there are some advantages to studying abroad.

On the other hand, there are a number of disadvantages to studying abroad.

Suggested Answer Key

There are certainly some benefits to studying abroad. Nevertheless, there are also a number of arguments against studying abroad.

3 **Aim** To identify functions of linkers and suggest alternatives

- Explain the task and ask Ss to identify the functions of the highlighted linkers in the model essay.

- Check Ss' answers, and then elicit alternatives from various Ss.
- Refer Ss back to the **Writing Tip** if necessary.

Answer Key

introduce an opinion: In my opinion

show contrast: On the other hand

list/add points: Firstly, Secondly, To begin with, In addition

conclude: All in all

Suggested Answer Key

introduce an opinion: I believe

show contrast: However

list/add points: To start with, Also, In the first place, Moreover

conclude: In conclusion

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

- Explain the task and ask Ss to copy the table into their notebooks.
- Play the recording. Ss listen and make notes under the headings.
- Check Ss' answers, then elicit which arguments are advantages and which are disadvantages.

Answer Key

IS IT A GOOD IDEA TO GO ON AN EXTREME DIET?

Arguments: see results quickly (advantage), they encourage self-control (advantage), hard to follow (disadvantage), extreme restrictions (disadvantage)

Examples/Justifications: keeps you motivated, have to stay focused, you give up quickly, don't get the nutrients you need to stay healthy

b) **Aim** To write a for-and-against essay

- Explain the task and tell Ss to use the **Writing Tip**, the plan and their answers in Ex. 4a to help them. Write on the board the phrases/sentences in the **Useful Language** box. Ask Ss to copy them in their notebooks and use them when they write their essays. Refer Ss to **Writing Bank 5** for more details.

Useful language for writing for-and-against essays

Stating the topic

These days (more and more) Should ...? Is there a reason to ...?

Introducing advantages/disadvantages

(Without a doubt) there are a number of advantages to

Although ..., it has certain advantages

However, there are some disadvantages to

However, ... has its disadvantages.

Concluding

All in all/To sum up, there are points for and against .../there are both positive and negative aspects to

- Give Ss time to write their essays or assign as HW. Check Ss' answers.

Suggested Answer Key

Is it a good idea to go on an extreme diet?

These days, more and more people are trying extreme diets to lose weight quickly. Some people think these diets are great, but others think they are not good for you.

Without a doubt, there are some advantages to these diets. Firstly, you can see results really quickly and this can keep you motivated to lose more weight. Secondly, they encourage self-control, because you have to stay focused for the diet to work.

On the other hand, there are some disadvantages to these diets. To begin with, they can be difficult to follow, so you may give up easily and put weight back on quickly. Also, there are many restrictions. This means, you may not get enough nutrients to stay healthy.

All in all, there are both advantages and disadvantages to extreme diets. In my opinion, anyone who wants to lose weight should think about it very carefully and make sure they see a doctor before starting a diet.

5i Curricular: Science

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

- Read the headings in the text aloud and elicit whether any Ss know what causes these reflex actions to happen.
- Play the recording. Ss listen and follow the text in their books to find out.

Answer Key

We yawn when we are tired to get more oxygen into the blood. We cough to clear our airways of irritation. We blush when the body releases adrenalin, which increases the blood flow. It usually happens when we are embarrassed. We hiccup when something irritates the diaphragm muscle. We sneeze when something irritates the inside of our nose. We snore when we are asleep and air can't move through our mouth and nose freely.

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

- Ask Ss to read the sentences, and then give them time to read the text again and complete the task.
- Check Ss' answers. Ss should justify their answers.

Answer Key

- | | | |
|---------|----------|----------|
| 1 snore | 3 blush | 5 sneeze |
| 2 yawn | 4 hiccup | 6 cough |

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

Suggested Answer Key

stretch (v): to extend as far as possible to relieve tightness
muscle (n): tissue that connects bones and allows them to move

lung (n): one of two organs inside the body that allow you to breathe

increase (v): to become greater in amount

airways (n): passages that allow air to enter the body and reach the lungs

throat (n): the part of the body from the back of the mouth to the bottom of the neck

vocal cords (n): body parts in the throat that vibrate when we speak

release (v): to let go

adrenalin (n): substance created in the body when a person is excited, scared or angry

flow (n): continuous smooth movement

jerky (adj): sudden, quick (movements)

voice box (n): the part of the throat that contains the vocal cords

dust (n): very small pieces of dirt

pollen (n): very fine powder produced by flowers

virus (n): a kind of germ that causes disease

irritate (v): to annoy

brain (n): organ inside your head that controls movements and feelings

vibrate (v): to shake with repeated small movements

allergy (n): condition that causes a rash or illness due to contact with sth that does not normally make people ill

- 3 **Aim** To learn/consolidate new vocabulary

- Direct Ss' attention to the highlighted words in the text and the list of words in the rubric.
- Give Ss time to match them, and then check Ss' answers around the class.

Answer Key

alert: awake

contagious: infectious

self-conscious: uncomfortable around others

become aware: know about

jerky: sudden and fast

irritates: bothers

vibrate: shake

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

- Ss work in pairs, and tell their partners something they remember about each reflex action in the text.
- Monitor the activity and then elicit answers from various Ss.

Suggested Answer Key

Yawning increases the heart rate.

We close our vocal cords when we cough.

Babies don't blush.

The muscle below our lungs is the diaphragm. We hiccup when something irritates it.

Module 5

*A sneeze can be up to 160 kmph.
45% of men snore regularly.*

5 **Aim** To give a presentation on reflex actions

- Ask Ss to work in small groups and collect information from the Internet, school textbooks, encyclopaedias or other reference sources about the reflex actions in the text.
- Allow time for Ss to collect their interesting facts and present them to the class. Alternatively, assign the task as HW.

Suggested Answer Key

*Olympic athletes try to yawn before they compete!
Just thinking about yawning can make you yawn,
but no one can explain why!*

*In Poland they use chopped onion and honey as a
cough remedy.*

*People with fair skin seem to blush more often than
people with dark skin because the colour of blood
shows more easily through pale skin.*

*Most cases of hiccups last a few minutes. If you
have persistent hiccups you may have an underlying
health problem. Some people say you can cure
hiccups by breathing into a paper bag or drinking
water from the wrong side of the glass.*

*When you sneeze, you even use the muscles in your
eyelids, because your eyes always close when you
sneeze!*

*As you get older, you may snore more, because the
muscles and tissue in your throat area become weaker.*

Language in Use 5

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

- Go through the list of phrasal verbs and their definitions. 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 | 3 over | 5 down |
| 2 down | 4 up | 6 after |

2 **Aim** To practise prepositional phrases

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

Answer Key

- | | | |
|---------|----------|------|
| 1 for | 3 on, on | 5 at |
| 2 about | 4 with | 6 in |

3 **Aim** To form negative 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 unhelpful | 3 impossible | 5 informal |
| 2 irresponsible | 4 dishonest | 6 illogical |

4 **Aim** To revise vocabulary from the module and practise collocations

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

Answer Key

- | | | | |
|--------|------------|----------|-----------|
| 1 lose | 4 give | 7 stay | 10 become |
| 2 take | 5 homeless | 8 vocal | |
| 3 host | 6 reach | 9 social | |

GAME

Aim To consolidate vocabulary from the module

- Divide the class into two teams. Each team takes turns writing or saying a sentence with one of these words/phrases: *life event, annoying habits, social etiquette, in public, dedication, homeless, get lost, be on time, bad table manners, sneeze, pierced ears.*
- Each correct sentence earns one point. If the sentence is incorrect the team loses a point. The team with the most points after all the words/phrases have been used wins.

Suggested Answer Key

*Getting married is an important **life event**.*

*Everyone has some **annoying habits**.*

*Different countries have different rules about **social etiquette**.*

*You should behave nicely **in public**.*

*It takes a lot of **dedication** to achieve your goals.*

*Narayanan Krishnan runs a charity that helps the **homeless**.*

*It helps to speak the local language if you **get lost** in a foreign city.*

*It is polite to **be on time** for appointments in UK.*

*Nobody likes **bad table manners**.*

*When you **sneeze** air comes out of your body at 160 kmph.*

*My sister has **pierced ears**.*

Quiz

Answer Key

- 1 F (They usually do.)
- 2 T
- 3 F (It's the pink city.)
- 4 T
- 5 T
- 6 F (You should usually tip around 10%.)
- 7 T
- 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 and do them. Check Ss' answers.

Suggested Answer Key

Quiz

- 1 Mexicans are often late for appointments. (T)
- 2 You should call Brits by their first name as soon as you meet them. (F – You should wait to be asked to do that.)
- 3 Brits like you to stand close to them. (F – They like people to keep a distance of around 0.5 m.)
- 4 It's okay to ask a Briton how much they earn. (F – It's rude.)
- 5 Mark Boyle lives without money. (T)
- 6 Liz Murray helps the homeless. (F – She helps teenagers.)
- 7 Overweight people often snore. (T)
- 8 You can get hiccups if you eat too much. (T)

Skills 5

Reading

1 **Aim** To read for key information

- Read the rubric aloud and ask Ss to underline the key words in the questions which give clues about what Ss may read in the text.
- Give Ss time to read the text and complete the task and then ask them to check their answers with their partner. Check Ss' answers. Ss should justify their answers.

Answer Key

- 1 D (It was Mika's competitive spirit that made her change gears)
- 2 C (I don't get any special treatment because I am a woman)
- 3 B (How important an education is to people of all ages)
- 4 A (She doesn't have time for a social life)
- 5 C (whole text)

Listening

2 **Aim** To listen for specific information

- Read the rubric aloud and ask Ss to read the statements 1-5.
- Play the recording. Ss listen and complete the task
- Check Ss' answers and ask them to give justifications.

Answer Key

- 1 F (taken to my new home before I was a year old)
- 2 F (I had everything a child could dream of)
- 3 T (childless family)
- 4 T (Jim was reading an online post in a Yahoo group)
- 5 F (lives next door)

Speaking

3 **Aim** To describe a picture

- Ask various Ss around the class to describe the picture.
- Then elicit answers to the questions from various Ss around the class.

Suggested Answer Key

In the picture I can see a young woman in a graduation gown and cap about to be hugged by an older woman. The girl is smiling and she is holding a certificate. The older woman is wearing a white jacket and she seems to be smiling, too. They are outdoors and I think the young girl has graduated from university and the older woman is her mother.

- 1 I think the mother feels proud and happy.
- 2 I think higher education is necessary if you want to have a profession rather than just a job. I also think going to university teaches you life skills as well as study skills and prepares you more for an independent life.
- 3 I am planning to study Architecture because I want to be an architect and design buildings for a living.

4 **Aim** To prepare for a writing task and to write a for-and-against essay

- Read the rubric aloud.
- Play the recording. Ss listen and make notes from the tapescript.
- Give Ss time to write their essay using their notes.
- Check Ss' answers.

Suggested Answer Key

Pros: you can experience a different culture, this will broaden your worldview and make you more tolerant of other cultures, you can improve your language skills, this may help your employment prospects

Cons: far away from home, may get homesick and studies may suffer, different culture may be difficult to adjust to you, may not be able to concentrate on your studies

The Pros and Cons of Studying Abroad

These days, many people choose to study abroad. Some people think this is a good idea, while others think it is unnecessary and expensive.

Certainly, there are some advantages to studying abroad. Firstly, living in a foreign country means you will get to know a different culture. This experience will broaden your worldview and make you more tolerant of other cultures. Secondly, studying abroad will improve your language skills. This is a valuable skill and may help your employment prospects on graduation.

On the other hand, there are a number of disadvantages to studying abroad. To start with, being far away from home may make you homesick and your studies may suffer. Furthermore, adjusting to a foreign culture may be so difficult that you are unable to concentrate on your studies.

All in all, there are both advantages and disadvantages to studying abroad. In my opinion, students should think carefully about how well they will adjust to living in another country before they decide to do it.

5 Aim To practise word formation

- Explain the task and give Ss time to complete it.
- Check Ss' answers around the class. Point out that correct spelling is required.

Answer Key

- | | | |
|--------------|--------------|------------|
| 1 difference | 3 cheerful | 5 response |
| 2 encouraged | 4 constantly | |

Grammar**6 Aim To practise grammar forms in text completion**

- Explain the task and give Ss time to complete the gaps with the correct grammar form.
- Check Ss' answers on the board.

Answer Key

- | | |
|---------------|--------------------|
| 1 was playing | 5 will kill |
| 2 suggested | 6 have been trying |
| 3 calling | 7 have never been |
| 4 touch | |

Russia 5**Reading & Listening****1 Aim To predict the content of a text and listen and read for gist**

- Draw Ss' attention to the pictures and title.
- Elicit what Ss know about Ivan Kupala Day.
- Play the recording. Ss listen and follow the text in their books.

Suggested Answer Key

Ivan Kupala Day takes place in the middle of summer. It is a celebration of the sun with lots of fun things to do.

2 Aim To read for specific information

- Explain the task and ask Ss to reread the text.
- Allow Ss time to complete the task.
- Elicit answers from around the class.

Answer Key

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

- 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

ancient (adj): having been around for a long time, very old

summer solstice (n): the day of the year having the longest hours of daylight

rite (n): a ceremony or custom observed within a society

ceremony (n): a formal ritual or act often to observe an event

wander (v): to walk around without a particular destination

fern flower (n): a magical flower in Slavic mythology that brings luck and wealth to whoever finds it

bloom (v): to produce flowers (of a tree or plant)

blossom (v): to open (of flowers), come into flower

prosperity (n): condition of being wealthy, having good fortune

bonfire (n): a large outdoor fire that is lit for a celebration

spirt (n): a ghost

3 Aim To learn/consolidate new vocabulary

- Direct Ss' attention to the highlighted words in the text and the words/phrases 1-6 in the book.
- Give Ss time to match them, and then check Ss' answers around the class.

Answer Key

- | |
|-------------------------------------|
| 1 walk around: wander |
| 2 wealth: prosperity |
| 3 need, rely on: depend |
| 4 arrive at a point: reaches |
| 5 have a relationship to: connected |
| 6 have great respect for: honour |

Speaking & Writing**4 Aim To consolidate information in a text**

- Ss work in pairs and tell their partners three things they like about Ivan Kupala Day and why.

- Monitor the activity and then elicit answers from various Ss.

Suggested Answer Key

- 1 *I like wandering around the neighbourhood with my friends looking for fern flowers because it would be great to find one and have good luck.*
- 2 *I like playing tricks on my friends because it's lots of fun.*
- 3 *I like going to the bonfire celebrations and watching people jump over the fire because it's exciting.*

5 **Aim** To write a summary about Midsummer Day

- Ask Ss to work in pairs or small groups. Ss collect information from the Internet, encyclopaedias or other reference sources about Midsummer Day in an English speaking country.
- Allow Ss time to collect the information and write their summary. Then, ask various Ss to present their summary to the class.
- Alternatively, assign the task as HW and ask Ss to present their summaries in the next lesson.

Suggested Answer Key

In the past, Midsummer Eve used to be celebrated all over the UK. Nowadays, Midsummer or the Summer Solstice is only celebrated in certain areas. Also known as St John's Eve, Midsummer Eve was filled with dancing, singing and large bonfires that people would jump through for good luck. People would also decorate their homes with certain plants and flowers.

Today, people in Cornwall, in the south-west of England, still light bonfires up and down the coast. There are many festivities with music, dancing and fireworks.

On the summer solstice many people also gather to watch the sun rise at Stonehenge and celebrate the longest day of the year.

Module 6

Crime & community

Topic

In this module Ss will explore the topics of crime & punishment, law & order, crime & technology, street art and problems in the community.

Modular page

97

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

Vocabulary: Types of crime (*burglary, robbery, speeding, shoplifting, mugging, arson, pickpocketing, vandalism*)

6a Is it art?

98-99

Lesson objectives: To listen and read for gist, to read for specific information, to revise the passive, to talk and write about street art

Vocabulary: Types of art (*pottery, carving, painting, computer graphics, sculpting, drawing, graffiti, photography, architecture, print making, collage*); Verbs (*divide, transform, arrest, exhibit*); Phrasal Verb (*brighten up*); Nouns (*steel, concrete, volunteer, crack, bulletproof vest, skip, grating, approval*); Adjectives (*offensive, neglected, illegal, rundown*); Phrases (*public opinion, crumbling walls, fair share, worldwide phenomenon*)

6b Crime fighters

100-101

Lesson objectives: To listen and read for gist, to read for specific information, to learn the passive, impersonal/personal structures – *make/let*; to learn the causative, to learn reflexive pronouns, to act out and write an interview about a job

Vocabulary: Jobs related to fighting crime (*judge, lawyer, forensic scientist, police detective, security guard, prison guard, store detective, private detective*); Verbs (*analyse, arrest, examine, identify*); Nouns (*scientific method, physical evidence, crime scene, DNA analysis, suspect, fibre, blood analysis, saliva, electron microscope, ultraviolet light, trace, lab, silicon chip*); Adjective (*distressing*); Phrases (*solve crimes, in record time, dramatic arrest*)

6c Culture Corner

102

Lesson objectives: To listen and read for gist, to read for specific information, to write a biography about a famous writer

Vocabulary: Verbs (*lack, hire, award*); Phrasal Verbs (*make up, pass away*); Nouns (*crime, writer, tutor*); Adjectives (*well-to-do, conservative*); Adverb (*verbally*)

6d Everyday English

103

Lesson objectives: Giving a witness statement, to learn epenthesis

Vocabulary: Sentences (*Where and when did you witness the incident?, What exactly did you see?, What happened next?, Can you describe any of the gang?, Is there anything else you can tell us about the incident?, Can I take your address and telephone number, please?*)

6e Crime & Technology

104-105

Lesson objectives: To listen for specific information, to read for understanding, to talk and write about cybercrime

Vocabulary: Verbs (*hijack, infect*); Nouns (*virus, worm, account, username, password, provider, directory, spam*); Adjective (*expert*)

6f Law cases

106-107

Lesson objectives: To listen and read for gist, to read for specific information, to learn reported speech (statements, orders/commands & questions), to write an interview, to report an interview

Vocabulary: Verbs (*steal, squawk, patrol, protect, trace, attend, reach a verdict*); Phrasal Verbs (*break into, set up*); Nouns (*parrot, gang of burglars, thieves, DNA samples, donkey, checkpoint, fine, cat, jury service, court, judge, defendant*); Adjectives (*hungry, guilty, not guilty*); Phrases (*scratched to pieces, make a quick getaway, sent to prison, (be) sentenced to*)

6g Skills

108

Lesson objectives: To listen for specific information, to relate to and comment on an incident

Vocabulary: Problems in the community (*high crime rate, litter in the streets & parks, dangerous drivers, vandalism & graffiti, traffic congestion, piles of rubbish outside houses, lack of green spaces, holes in pavements & roads*); Commenting (*Oh no! That's terrible!, You're joking! How awful!, What a nightmare!, That's been happening a lot recently. Something should be done!*)

6h Writing

109

Lesson objectives: To write a letter to the editor making suggestions

6i Curricular: Citizenship

110

Lesson objectives: To listen and read for gist, to read for comprehension, to talk and write about Neighbourhood Watch

Vocabulary: Nouns (*proverb, neighbourhood, security, crime, community, burglary, vandalism*); Adjective (*voluntary*)

Language in Use 6

111

Lesson objectives: To learn/practise phrasal verbs with run/set/wear/work, to learn/practise prepositional phrases, to practise word formation (prefixes), to practise collocations, to do a quiz, to write a quiz

Skills 6

112-113

Lesson objectives: To read for key information and detailed comprehension, to listen for specific information, to practise word formation, to write an essay making suggestions

Russia 6

114

Lesson objectives: To listen and read for gist, to read for specific information, to complete a table and talk about GraFFest, to write and talk about street graffiti

Vocabulary: Verbs (*aim, promote, appreciate*); Nouns (*range, masterpiece, group*); Adjective (*innovative*); Phrase (*in support of*)

▶▶ What's in this module?

Read the title of the module *Crime & community* and ask Ss to suggest what they think the module will be about (*the module is about types of crime, crime & punishment, the law and problems in the community*). Go through the topic list and stimulate a discussion about what Ss will learn in the module.

Vocabulary

1 **Aim** To introduce new vocabulary

- Direct Ss' attention to the pictures and ask Ss to read the descriptions A-H and match them to the pictures.
- Play the recording. Ss listen and check their answers.
- Play the recording again with pauses for Ss to repeat chorally or individually.

Answer Key

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

2 **Aim** To listen for specific information

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

Answer Key

1 shoplifting 2 robbery 3 arson

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 think burglary, robbery, mugging and arson are the most serious because innocent people can get hurt and their lives can be in danger.

In my town/city there are problems with vandalism and shoplifting as in most cities.

I recently heard about a robbery in a supermarket.

6a Is it art?

Vocabulary

- 1 **Aim** To introduce the topic and present vocabulary for types of art

- Play the recording. Ss listen and repeat chorally or individually.
- Pay attention to Ss' intonation and pronunciation.
- Read out the question and the examples and then elicit further examples from Ss around the class.

Suggested Answer Key

Artwork can be about politics and society. It can be about love, hate or any emotion. It can even be simply what someone thinks is beautiful.

Reading & Listening

- 2 a) **Aim** To describe pictures

Direct Ss' attention to the pictures and ask various Ss around the class to describe each one.

Suggested Answer Key

In picture 1, I can see a (Smart) car covered in what seems to be a brightly-coloured jumper. It fits perfectly and it has many different patterns all over it.

In picture 2, I can see a concrete column where the holes and cracks are filled with LEGO® bricks of different shapes and colours.

In picture 3, I can see a wall with a picture of a chimpanzee sitting on a paint tin, wearing a beret and holding a paint roller so it appears like he is painting the wall.

In picture 4, I can see five people gardening at night. They are all holding gardening tools and wearing winter clothes. They seem to be planting flowers.

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

- Elicit how Ss think people may react to each type of art shown in the pictures.
- Play the recording. Ss listen and follow the text in their books and find out.

Answer Key

- A Most people's reactions are positive.
B Most New Yorkers are pleased with the Lego-look.
C Public opinion is divided. Some find it offensive, while others think he is an important artist.
D Most people approve. Some people see this as a way to bring new life to forgotten spaces.

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

- Ask Ss to read the sentences 1-7 and give them time to read the text again and mark each one as true or false.
- Check Ss' answers around the class and elicit corrections for the false statements.

Answer Key

- 1 F (Magda Sayeg started it)
2 F (you can see it around the world)
3 F (most of them do)
4 T – true identity ... by mystery
5 F (Banksy's work has been exhibited at art exhibitions)
6 F (they do it without permission)
7 F (no action is usually taken by the public or the police)

- 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

divide (v): to cause people to have different opinions about sth

public opinion (phr): what the majority of the general public think

brighten up (phr v): to make sth more colourful and cheery

steel (n): a hard alloy metal used to make buildings and other structures

concrete (n): a very hard building material made from cement, sand, gravel and water

transform (v): to completely change

arrest (v): to take sb into police custody

crumbling walls (phr): walls that are falling down/apart

volunteer (n): a person who gives their time to help others

crack (n): an opening where a solid object has split apart

fair share (phr): a reasonable amount

worldwide phenomenon (phr): a global sensation; popular/ known all around the world

bulletproof vest (n): body armour that is worn to protect from injury from a gunshot

exhibit (v): to put on public display

offensive (adj): upsetting people because they find it rude or insulting

neglected (adj): not looked after for some time

skip (n): a large open metal container for rubbish and unwanted items or garden waste

grating (n): a framework of metal bars covering the opening to a drain

illegal (adj): against the law

rundown (adj): left to decay; in poor condition

approval (n): a feeling of agreement/liking/admiration

4 Aim To consolidate new vocabulary

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

Answer Key

- | | | |
|---------------|---------------|-------------|
| 1 brighten up | 4 instantly | 7 neglected |
| 2 strictly | 5 bulletproof | 8 immediate |
| 3 crumbling | 6 divided | |

5 Aim To consolidate information in a text

- Give Ss time to think of alternative titles for each part of the text.
- Elicit answers from Ss around the class.

Suggested Answer Key

- A Cosy covers
 B One brick at a time
 C Amazing art or offensive images?
 D Flowers, flowers anywhere

Grammar**6 Aim** To revise the passive

- Direct Ss' attention to the table. Explain that we form the passive with **be + past participle of the main verb**.
- Explain that we use the passive to talk about actions when the person who carries out the action is unknown, unimportant or obvious from the context. We also use the passive in formal writing.
- Read out the examples and copy the diagram onto the board. Point out that when changing an active sentence to a passive sentence, the subject in the active sentence becomes the agent in the passive sentence. Explain that the verb changes to a passive form and the object in the active sentence becomes the subject in the passive sentence.
- Elicit examples of passive sentences from the text in Ex. 3.

Answer Key

it is seen, it is considered, were replaced, is now considered, is surrounded, is divided, are made, are planted, is usually taken

7 Aim To practise the passive

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

Answer Key

- | | | |
|------------------|---------------|---------------|
| 1 is considered | 3 were caught | 5 was stolen |
| 2 will be opened | 4 are fitted | 6 are covered |

8 Aim To practise the passive

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

Answer Key

- 2 Bright colours were often used in his paintings.
 3 300 films were made by him.
 4 He was shot and nearly killed by an actress in 1968.
 5 Today, his images are exhibited in the Andy Warhol Museum in Pittsburgh, USA.

Speaking & Writing**9 Aim** To consolidate information in a text

- Ss talk in pairs and tell each other four things they remember from the text.
- Ask various pairs to share their answers with the class.

Suggested Answer Key

Graffiti knitting started in Texas, USA.
 The artist who uses LEGO® to repair buildings is from Germany.
 Banksy is from the UK.
 Guerrilla gardeners plant sunflowers in pavement gratings.

10 Aim To talk and write about an imaginary situation involving street art

- Explain the task and set a three-minute time limit for Ss to write their sentences.
- Ask various Ss around the class to say their sentences to their partners.

Suggested Answer Key

I would go over and talk to them and ask them how they got involved in guerrilla gardening. I would tell them that I think it is a good idea and that I would like to see more areas of neglected land looking nicer. I would tell them 'well done'.

6b Crime fighters**Vocabulary****1 Aim** To present vocabulary for jobs related to fighting crime

- Play the recording for Ss to listen and repeat chorally or individually.
- Ask Ss to read the descriptions 1-8. Explain/ Elicit the meanings of any unknown words and then match them to the jobs A-H.
- Check Ss' answers.

Answer Key

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

Reading

- 2 **Aim** To introduce the topic of the text and listen and read for gist

- Ask Ss to read the questions in the text and try to guess the answers.
- Play the recording. Ss listen and follow the text in their books and check if their guesses were correct.

Suggested Answer Key

I don't think his job is like on the TV programme.

I don't think he has a typical day because every day is probably different.

I think he uses lots of special equipment and scientific methods such as special lights and DNA analysis.

I think the best part is solving a crime and the worst part is seeing horrible crime scenes.

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

Suggested Answer Key

scientific method (n): a way of testing sth in science
analyse (v): examine

physical evidence (n): proof in the form of material from sb's body, e.g. hair, skin, etc

solve crimes (phr): to find out who committed an offence

in record time (phr): very fast

dramatic arrest (phr): the act of taking sb into custody in a noticeable or surprising way

crime scene (n): the place where a crime took place

DNA analysis (n): the examination of a person's DNA (biological code)

arrest (v): to take sb into police custody

suspect (n): a person who the police think may have committed a crime

fibre (n): thread

blood analysis (n): the examination of sb's blood

examine (v): to look at very closely

saliva (n): the liquid in our mouths

electron microscope (n): a powerful machine that makes things appear bigger

ultraviolet light (n): a blue light that shows things the eye can't see

trace (n): a tiny amount

identify (v): to recognise

lab (n): laboratory – place where experiments are done

silicon chip (n): a small electronic circuit that can hold a lot of information

distressing (adj): upsetting

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

- Give Ss time to read the text again and complete the sentences accordingly.
- Check Ss' answers around the class.

Answer Key

- 1 a forensic scientist (lines 5-6)
- 2 months to solve (lines 9-10)
- 3 area is fibres and blood analysis (line 14)
- 4 hair, blood and saliva (line 20)
- 5 by using chemicals (line 21)
- 6 ordinary microscopes, electron microscopes, ultraviolet light and spectrometers (lines 28-30)
- 7 it's wonderful when a case is solved thanks to his evidence (lines 36-37)

- 4 **Aim** To consolidate new vocabulary

- Explain the task.
- Give Ss time to complete it.
- Check Ss' answers. Then give Ss time to use the phrases in sentences.

Answer Key

- | | | |
|----------|---------|---------------|
| 1 solve | 3 blood | 5 ultraviolet |
| 2 record | 4 crime | 6 silicon |

Suggested Answer Key

- 1 Ben uses the latest scientific methods to solve crimes.
- 2 He says that only TV forensic scientists' cases are solved in record time.
- 3 Ben specialises in blood analysis.
- 4 He examines evidence that is collected from a crime scene.
- 5 He uses ultraviolet light to see tiny fibres.
- 6 Soon he will use a silicon chip to identify DNA.

Grammar

- 5 **Aim** To present impersonal/personal passive structures and make/let

- Read out the examples and revise the passive tenses.
- Explain that when a passive sentence starts with a personal pronoun then it uses a personal passive structure and when a sentence starts with 'it' then it uses an impersonal passive structure.
- Point out that when changing certain verbs from active to passive there are other changes: 'make' changes to 'be made to', 'let' changes to 'be allowed to' and 'think' changes to 'be thought to'.
- Give Ss time to rewrite the sentences in the passive and then check Ss' answers.

Answer Key

- 1 He was allowed to search the scene of the crime.
- 2 It is believed that the police will catch the robbers.

- 3 *He was made to tell the truth.*
- 4 *We won't be allowed to examine the evidence.*
- 5 *It was announced that the police have found the girl.*

6 **Aim** To practise the passive

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

Answer Key

- 1 *The robbers were caught with £1,000,000.*
- 2 *A one-day strike will be held next Monday.*
- 3 *The missing skiers have been found.*
- 4 *The new museum will be opened by the mayor.*
- 5 *A bank robbery was committed yesterday.*

7 **Aim** To present/practise the causative

- Direct Ss' attention to the theory and explain that after the verbs want, expect and would like we often use the Complex Object.
- Read out the examples.
- Explain that we form the Complex Object with a noun/pronoun in the objective case and the infinitive of the main verb. Give Ss time to make sentences of their own.
- Check Ss' answers.

Answer Key

- 2 *Ann has had her car stolen.*
- 3 *We are having security lights fitted outside our house.*
- 4 *We will have our broken lock repaired today.*
- 5 *Peter had his house burgled yesterday.*

8 **Aim** To present/practise reflexive pronouns

- Read the theory aloud and remind Ss that we use reflexive pronouns to emphasise who did an action and to stress that they did it without help.
- Explain the task and give Ss time to complete it, then check Ss' answers around the class.

Answer Key

- | | | |
|---------------------|--------------------|-----------------|
| 1 <i>themselves</i> | 3 <i>herself</i> | 5 <i>myself</i> |
| 2 <i>himself</i> | 4 <i>Ourselves</i> | |

Speaking & Writing

9 **Aim** To act out an interview

- Explain the task and refer Ss to the Internet or other reference sources to look up any information they need about their chosen job in order to complete the task.
- Ss work in pairs and complete the task.

- Ask various pairs to act out their interview in front of the class.

Suggested Answer Key

A: *Is your job as a lawyer anything like what we see on TV?*

B: *Well, mostly no! On TV lawyers seem to go to court straightaway and get through a court case in one day. Some cases take months before they reach the court and some trials can go on for days or weeks.*

A: *So, what's a typical day like for you?*

B: *There's no typical day because every case is different.*

A: *Can you tell me a little about the methods you use?*

B: *Well, depending on what sort of case it is, I have to check all the facts and interview witnesses and gather information for quite a while before I even enter a courtroom. There is a lot of paperwork involved because everything has to be documented. Sometimes I employ a private detective to gather information and I have associates who also help me do research for a case.*

A: *Finally, what are the best and worst parts of your job?*

B: *Well, it's difficult when it takes a long time to bring a case to trial to get offenders off the streets. On the other hand, it's satisfying when a criminal goes to jail and I have played a role in making the streets safer.*

6c Culture Corner

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

- Elicit what Ss know about Agatha Christie.
- Elicit various questions about what Ss would like to know about her and write some on the board.
- Play the recording. Ss listen and follow the text in their books and see if they can answer their questions.
- Check Ss' answers on the board.

Suggested Answer Key

I know that Agatha Christie was a famous English crime writer and some of her books have been made into films.

1 *Who are her best known characters? (Hercule Poirot and Miss Jane Marple)*

2 *Was she always a writer? (She also worked as a nurse.)*

3 *How many books did she write? (over 66 novels)*

2 **Aim** To read for specific information

- Give Ss time to read the text again and mark the sentences.
- Check Ss' answers and justifications on the board.

Answer Key

- 1 F (American father and an English mother)
 - 2 NS (the youngest of three)
 - 3 F (she taught herself how to read)
 - 4 T (was a shy child)
 - 5 F (During the First World War ... got the idea of writing a detective novel.)
 - 6 T (according to the Guinness Book of Records ... best-selling author of her time)
- 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

crime (n): an act or activity that is forbidden by the law

writer (n): a person who writes (as their job)

well-to-do (adj): wealthy, well-off

conservative (adj): traditional in views, not liking change or new ideas

lack (v): to not have enough or to need sth

hire (v): to employ

tutor (n): a person who teaches individual students

verbally (adv): in words, orally

make up (phr v): to think up or create (fiction, stories)

award (v): to give or present (usually a prize or honour)

pass away (phr v): to die

3 **Aim** To learn/consolidate new vocabulary

- Explain the task and go over the words/phrases 1-5 with Ss.
- Allow Ss time to skim the text again to find the correct answers.
- Check Ss' answers around the class.

Answer Key

- 1 someone who investigates crimes: detective (l. 2)
- 2 pretty wealthy: well-to-do (l. 6)
- 3 teacher: tutor (l. 10)
- 4 a book of fiction: novel (l. 18)
- 5 invent: make up (l. 13)

4 **Aim** To consolidate information learnt from a text

- In pairs, Ss tell their partner four things they learnt about Agatha Christie.
- Monitor Ss around the class and then have various Ss tell their answers to the class.

Suggested Answer Key

- 1 Agatha Christie's father was American.
- 2 She never attended school and taught herself how to read.
- 3 She worked as a nurse in a hospital.
- 4 She has sold over four billion books.

5 **Aim** To write a biography about a famous writer from my country

- Explain the task and elicit names of writers from your country and write them on the board.
- Ask Ss to work in pairs.
- Refer Ss to the Internet or other sources of reference to look up information.
- Give Ss time to collect their information and write their biographies. Ask various Ss to present their biographies to the class.
- Alternatively, assign the task as HW and ask Ss to present their biographies in the next lesson.

(Ss' own answers)

6d Everyday English

1 **Aim** To read for gist

Direct Ss' attention to the texts and give them time to read them through. Elicit what each one is about.

Answer Key

A – is about a mugging

B – is about a vandal

2 a) & b) **Aim** To present situational language, to read for key information, to listen and read for gist

- Play the recording with pauses for Ss to listen and repeat chorally or individually.
- Pay attention to Ss' intonation and pronunciation.
- Elicit which report the sentences match.
- Play the recording. Ss listen and follow the dialogue in their books.

Answer Key

The questions match report A.

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

What did you witness? – What exactly did you see?
 What took place after that? – What happened next?
 Did you see what any of the gang looked like? – Can you describe any of the gang?
 Not really. – No, I don't think so.
 I appreciate your help. – Thank you very much.

Pronunciation**4** **Aim** To present epenthesis

- Read out the theory box and play the recording as many times as necessary and elicit the extra sounds in the words.
- Check Ss' answers as a class.

Answer Key

hampster dreampt warmpth
 umbrella drawing

Speaking**5** **Aim** To practise role playing

- Explain the situation and ask Ss to work in pairs and act out a dialogue using the diagram as a guide.
- Remind Ss to use phrases from the dialogue to help them complete the task.
- Monitor the activity around the class and then ask various pairs to act out their dialogues in front of the class.

Suggested Answer Key

A: What's your name, please?
 B: John Jones.
 A: OK. Now, where and when did you witness the incident, Mr Jones?
 B: I was coming out of the bank on Shortland Street last Friday at around 2 pm.
 A: What exactly did you see?
 B: I saw a masked man throwing glass bottles and rocks at the Town Hall.
 A: What happened next?
 B: He broke two windows and then he ran away.
 A: Can you describe the man?
 B: He was tall and he was wearing dark clothes. He was wearing a mask.
 A: Ok. Is there anything else you can tell me about the incident?
 B: Erm ... No, I don't think so.
 A: Can I take your address and telephone number, please?
 B: Of course. My address is 12, New Road and my telephone number is 658369.
 A: Thank you very much.
 B: You're welcome.

- Give Ss one minute to think of as many benefits and drawbacks related to the Internet as possible and write them in their notebooks under the headings.
- Ss compare answers with their partners. Then check Ss' answers on the board and Ss copy all the answers into their notebooks.

Answer Key

Pros: use email, chatrooms and social networking sites and webcams, download pictures, music, etc, upload information, talk to people

Cons: a lot of false information online, it's easy to get distracted and lose track of time, a lot of unsuitable material

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

- Read the dictionary entry aloud and explain/ elicit the meanings of the rest of the words, referring Ss to their dictionaries.
- Then elicit how the words are related to the topic of cybercrime.

Answer Key

hacking: breaking into a computer system to get information

identity theft: the act of falsely claiming to be someone else

illegal downloading of music/films, etc: downloading copyrighted material without paying for it

online credit card fraud: using someone else's credit card to buy things online

phishing: a way of tricking Internet users to give personal information by pretending to be a trustworthy website/ email etc

spreading computer viruses: knowingly infecting other people's computers with a computer virus which can delete information, corrupt files or crash their computer

All these things are types of cybercrime.

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

- Read out the types of cybercrime A-D and explain/ elicit the meanings of any unknown words (e.g. *phishing*: getting people's usernames, passwords and credit card details by posing as a trustworthy communication from a website or online payment processor to trick the user, *email spam*: when advertisers send unsolicited bulk messages to people by email).
- Play the recording. Ss listen and match the speakers to the crimes.

Suggested Answer Key

Speaker 1 – C Speaker 3 – A
 Speaker 2 – D Speaker 4 – B

6e Crime & Technology**Vocabulary****1** **Aim** To generate relevant vocabulary

- Read out the examples and write the headings *Pros* and *Cons* on the board and ask Ss to copy them into their notebooks.

Reading

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

- Read the **Study Skills** box aloud and then ask Ss to copy the chart into their notebooks.
- Read the title of the text aloud and then direct Ss to complete the first two rows of the chart.
- Check Ss' answers on the board.

Suggested Answer Key

What I already Know	I know some different types of cybercrime, e.g. hacking, phishing, etc
What I Want to know	I want to know how to avoid being a victim.

5 **Aim** To read for general comprehension

- Explain the task and ask Ss to read the headings. Allow Ss time to read the text.
- Ss complete the task. Check Ss answers. Ask Ss to justify their answers.

Answer Key

- 1 C (highly intelligent ... break into computer)
- 2 D (when creating an email account)
- 3 E (Most people ... their own fault)
- 4 B (Don't open my emails ... delete them instead)

- 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

hijack (v): to take control without permission
virus (n): a computer program that can negatively affect the use of your computer
expert (adj): skilled, experienced
infect (v): to cause (computer, file) to stop working properly
worm (n): a harmful program that copies itself and damages your computer
account (n): a formal arrangement between a provider and a client where you can access the Internet, email, social networks, etc.
username (n): the name used to identify sb on a computer or online
password (n): a secret sequence of letters or numbers that gives you access to computer accounts
provider (n): supplier, sb who gives you sth you need
directory (n): a list of names, emails, telephone numbers, etc of specific people or companies
spam (n): unwanted email usually in the form of advertising

6 **Aim** To consolidate new vocabulary

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

Answer Key

- 1 show: indicate
- 2 unpleasant: nasty
- 3 access illegally: break into
- 4 causing pressure: harassing
- 5 quick searches: scans
- 6 collection of different things: combination

7 a) **Aim** To consolidate information learnt from a text

- Refer Ss back to the table in Ex.4 (in their notebooks) and ask them to complete it and compare with their partner.
- Check Ss' answers.

Suggested Answer Key

What I Learnt	hackers can easily break into your computer; don't use your name or date of birth as a username or password; don't save your password on your computer; don't open attachments from people you don't know; don't reply to spam mail
How I can learn more	I can look up information about cybercrime on the Internet.

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

- Give Ss time to use their answers in Ex. 7a to write a summary of the text. Remind Ss to stick to the word limit.
- Ask various Ss around the class to read their summary to the rest of the class.

Suggested Answer Key

Hackers are highly intelligent computer programmers who can easily break into your computer and steal data or infect it.
 When creating an email account, don't use your own name or date of birth as your username or password and never save your password on your computer. Don't open any email or attachments from people you don't know unless you use an antivirus program.
 Also, never reply to any spam mail or offensive messages.

8 **Aim** To give a presentation on cybercrime

- Divide the class into small groups and give Ss time to look up information on cybercrime on the Internet or by using other research sources and make notes.
- Ask various groups to use their notes to present their information on cybercrime to the rest of the class.

Suggested Answer Key

There have been a number of famous cases involving cybercrime ever since people first started using computers. For example, in the 70s a bank clerk at the Union Dime Savings Bank in New York stole over \$1.5 million from hundreds of accounts. The most famous time a government computer was hacked was in 1983 when a 19-year-old student broke into a Department of Defence communications system. One famous virus is the Melissa virus from 1999 that was spread by email and automatically sent itself to everyone in the computer's address book. Finally, in 2000 a hacker who called himself MafiaBoy attacked all sorts of large companies such as Yahoo, Amazon.com, Dell, eBay and CNN and made their websites unavailable to their customers. He was caught and charged with accessing 54 computers illegally and committing mischief to data.

6f Law Cases

Reading

- 1 **Aim** To predict the content of the text using key words and to listen and read for gist

- Read the rubric aloud.
- 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

parrot (n): a brightly-coloured bird

gang of burglars (n): a group of thieves who break into houses

break into (phr v): to force a way in

steal (v): to take sth that doesn't belong to you

scratched to pieces (phr): injured by nails or claws

make a quick getaway (phr): to escape quickly from the scene of the crime

squawk (v): (for a bird) to make a loud noise

patrol (v): to walk around a place to make sure it's safe

protect (v): to keep sb/sth safe

trace (v): to find sb after looking for them

thieves (n): a number of people who steal for a living

DNA samples (n): small amounts of genetic material

hungry (adj): feeling the need to eat

donkey (n): a four-legged mammal similar to a horse

sent to prison (phr): put in jail

set up (phr v): to start sth, put it in place

checkpoint (n): a barrier where security check people coming in/out of an area

fine (n): an amount of money to pay as punishment

(be) sentenced to (phr): (be) given a jail term as punishment

cat (n): a four-legged feline animal

jury service (n): a period of time to be spent on a jury in a court case

attend (v): to go to an event

court (n): a place where trials and court cases take place

judge (n): a person who oversees trials and court cases

defendant (n): the person who is accused of sth in a law case

guilty (adj): having committed a crime

not guilty (adj): not having committed a crime

reach a verdict (v): to make a decision in a court case (referring to a judge or jury)

- Elicit Ss' guesses as to what the texts are about.
- Play the recording. Ss listen and follow the text in their books and find out.

Answer Key

Text A is about a parrot that helped to catch a gang of burglars.

Text B is about a donkey that committed a crime.

Text C is about a cat that was called to do jury service.

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

- Explain the task. Give Ss time to read the text again and complete it.
- Check Ss' answers.

Answer Key

A 2 B 1 C 3

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

- Ask Ss to read the questions 1-5.
- Give Ss time to read the text again and write the letter A, B or C next to each question.
- Check Ss' answers around the class.

Answer Key

1 C 2 A 3 B 4 B 5 B

- 3 **Aim** To consolidate new vocabulary

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

Answer Key

1 checkpoint, caught	5 attempted
2 getaway	6 guilty, sentenced
3 patrol	7 breaking into
4 verdict	

- 4 **Aim** To consolidate new vocabulary

- Give Ss time to complete the task and check in their dictionaries.
- Elicit answers from Ss around the class.

Answer Key

1 build	3 squawk	5 set
2 made	4 trace	6 munched

5 **Aim** To consolidate new vocabulary through synonyms

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

Answer Key

Text A: *unlucky = unfortunate (adj), proved to be = turned out to be (phr v), entered by force = broke into (phr v), tried = attempted (v), escape = make a quick getaway (phr), find = trace (v)*

Text B: *penalty = fine (n), said "no" = refused (v), give his opinion = comment (v)*

Text C: *by mistake = accidentally (adv), charged = ordered (v), official survey = census (n), be present = attend (v), gradually = eventually (adv)*

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

- Explain the task. Point out that Ss should include some true and some false statements.
- Give Ss time to complete the task and then swap with their partner and mark each other statements.
- Ask some pairs to read their/their partner's statements to the class.

Suggested Answer Key

- 1 Jack lives in a pet shop. (T)
- 2 Caroline is the pet shop owner. (T)
- 3 The donkey trampled the corn. (F – The donkey was munching the corn.)
- 4 The donkey's owner went to prison. (F – He was given a fine.)
- 5 The cat was called Esposito. (F – It was called Tabby Sai)
- 6 Tabby Sal didn't have to do jury service in the end. (T)

7 **Aim** To express a personal opinion

- Read the rubric aloud and give Ss time to prepare their answers.
- Ask various Ss around the class to share their answers with the rest of the class.

Suggested Answer Key

I thought the story about the parrot was the most amusing. I think the animal thinks of the shop as his home and he is protecting it from unwelcome people. I think it would be more funny if the criminals were caught by the DNA in the blood from the scratches the parrot gave them.

I thought the story about the donkey was the most amusing. I feel sorry that the donkey was hungry but glad that it found food and glad that the owner had to pay a fine. I don't think the donkey should have gone to prison but it will teach its owner to feed it properly. I thought the story about the cat was the most amusing. It was silly of the woman to put her cat as a

member of her family and silly of the court not to accept that a cat can't do jury service. I think the woman should have got a fine for the trouble she caused.

Grammar

8 **Aim** To revise/practise reported speech

- Direct Ss' attention to the theory box and explain that we use reported speech to say the meaning of what someone said but not their actual words.
- Explain that the tenses change in reported speech.
- Refer Ss back to the text and elicit examples of reported speech. Elicit how they would be in direct speech from Ss around the class. Then, elicit any special introductory verbs used in the text.

Suggested Answer Key

Caroline said that it looked like Jack had spent the rest of the night patrolling and protecting the other animals like a guard dog. (Caroline said, "It looks like he has spent the night patrolling and protecting the other animals like a guard dog.")

She added that she was very proud of him. (She said, "I'm very proud of him.")

A policeman later said that they would possibly be able to trace the thieves from DNA samples taken from the blood they left behind. (A policeman later said, "We will possibly be able to trace the thieves from DNA samples taken from the blood they left behind.")

Mrs Esposito said that Sal was a member of the family, so she had put his name down on the last census form under 'pets'. (Mrs Esposito said, "Sal is a member of the family, so I put his name down on the last census form under 'pets'.")

She added that, clearly, there had been a mix-up. (She said, "Clearly, there has been a mix-up.") An official replied that the cat had to attend the court. (An official said, "The cat has to attend the court.")

Mrs Esposito then asked what the cat was supposed to say when the judge asked if the defendant was guilty or not guilty. Miaow? (Mrs Esposito asked, "What is the cat supposed to say when the judge asks if the defendant is guilty or not guilty. Miaow?")

Special introductory verbs: added, replied

9 **Aim** To practise reported speech

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

Answer Key

- 1 ... had taken her new smartphone.
- 2 The judge said that he was staying in prison that night.
- 3 The police told the man to put his hands up.
- 4 The lawyer said that the jury would reach a verdict.

- 5 He told me not to park in front of the gates.
- 6 Ann said that she had locked the back door before she left.
- 7 Mike said that his dog Paddy was a good guard dog.
- 8 Fran asked how much the robbers stole/had stolen.
- 9 Andy asked if/whether the vandals had caused much damage.
- 10 Frank asked what time the fire had started.
- 11 Jane asked if/whether I/we could phone the police.
- 12 Sam asked if/whether the murderer had been caught yet.

10 **Aim** To practise reported speech with special introductory verbs

Read each direct question and the reporting verb given and elicit the reported sentences from Ss around the class.

Answer Key

- 1 Ricky begged to be let go.
- 2 She accused the man of breaking into Harper's house.
- 3 He promised to tell the truth.
- 4 Ann reminded me to call the police.
- 5 She apologised for stealing my wallet.
- 6 He denied taking my camera.
- 7 He suggested talking to a lawyer.
- 8 He warned me not to go near that area.
- 9 He admitted taking/having taken the passport.
- 10 He threatened to call the police if we didn't leave.

Speaking & Writing

11 a) **Aim** To role-play an interview

- Explain the task and ask Ss to work in pairs.
- Give Ss time to write questions and answers based on story A in the text.
- Check Ss' answers by asking various Ss to read out the interview in pairs to the class.

Suggested Answer Key

- A: Why did the thieves break into the pet shop?
 B: They wanted to steal Jack and some other animals.
 A: What did Jack do?
 B: He scratched the thieves to pieces and they had to make a quick getaway through the back door.
 A: When did you realise what had happened?
 B: The next morning when I found Jack on top of his cage squawking loudly. It looked like he had spent the rest of the night patrolling and protecting the other animals, like a guard dog. I am very proud of him.
 A: What did the police say?
 B: They said they will possibly be able to trace the thieves from DNA samples taken from the blood they left behind.

b) **Aim** To practise reporting information

- Explain the task and ask Ss to work in pairs.
- Ss take turns to report the interview.

Suggested Answer Key

... they (had) wanted to steal Jack and some other animals. The presenter asked what Jack had done. The owner replied that he (had) scratched the thieves to pieces and that they (had) had to make a quick getaway through the back door. The presenter asked when the owner realised what had happened. The owner said she realised it the next morning when she found Jack on top of his cage squawking loudly. She said it looked like he had spent the rest of the night patrolling and protecting the other animals, like a guard dog. She added that she was very proud of him. The presenter asked what the police (had) said. The owner replied that they said they would possibly be able to trace the thieves from DNA samples taken from the blood they (had) left behind.

6g Skills

Vocabulary

1 a) **Aim** To present new vocabulary for problems in the community

- Direct Ss' attention to the pictures. Play the recording. Ss listen and repeat chorally or individually.
- Check Ss' intonation and pronunciation.
- Ask Ss to tell their partners which problems they have in their community.
- Ask various pairs to tell the class.

Suggested Answer Key

In my community there are the problems of vandalism and graffiti and a lack of green spaces.

b) **Aim** To present new vocabulary for solutions to problems in the community

- Go through the list of solutions and explain/ elicit the meanings of any unknown words.
- Read out the example, then ask various Ss around the class to give a solution for each of the problems in Ex. 1a using the suggestions or their own ideas and tell the class.

Suggested Answer Key

If a community has litter in the streets and parks, the council should install more litter bins.
 If a community has dangerous drivers, the council should put speed bumps on the roads.
 If a community has vandalism and graffiti, the council should organise clean-up days.

If a community has traffic congestion, the council should improve public transport.

If a community has piles of rubbish outside houses, the council should collect the rubbish more often.

If a community has a lack of green spaces, the council should build parks on waste ground.

If a community has holes in the pavements and roads, the council should make repairs to them.

Listening

2 **Aim** To listen for specific information

- Explain the task and ask Ss to read the sentences 1-5.
- Play the recording. Ss listen and complete the task. Play again for Ss to check their answers. Check Ss' answers around the class.

Answer Key

1 C 2 A 3 C 4 C 5 B

3 **Aim** To comment on an incident

- Explain the task and go through the prompts and the useful language box.
- Read out the example exchange and then ask Ss in pairs to act out similar exchanges in turns using the prompts.
- Monitor the activity around the class and then ask some pairs to act out their exchanges in front of the class.

Suggested Answer Key

- 2 A: What happened?
B: I got stuck in a traffic jam on the high street for an hour.
A: What a nightmare!
- 3 A: What happened?
B: My car was broken into and they stole my laptop.
A: You're joking! How awful!
- 4 A: What happened?
B: Someone sprayed graffiti on the wall of our house.
A: That's been happening a lot recently. Something should be done!

6h Writing

1 **Aim** To read for gist

- Read the **Writing Tip** aloud and introduce the type of writing, the content, layout and useful language.
- Give Ss time to read the newspaper report and elicit what it is about.

Answer Key

It is about the local council's plans to renovate an abandoned factory.

2 **Aim** To analyse a model letter for structure and content

Give Ss time to read the letter and then elicit answers to the questions in the rubric.

Suggested Answer Key

The purpose of Thomas' letter is to make suggestions for what to use the abandoned factory for.

Para 1 – his reason for writing

Paras 2 & 3 – Thomas' suggestions and results

Para 4 – his opinion

3 **Aim** To substitute linkers

- Explain the task and explain/elicit the functions of the linkers in bold in the list.
- Give Ss time to replace the linkers in bold with the ones in the **Writing Tip**.
- Check Ss' answers.

Suggested Answer Key

In my opinion – I believe that

Firstly – To start with

As a result – In this way

Furthermore – In addition

Consequently – As a result

All in all – In summary

I strongly agree with – I am totally in favour of

4 a) **Aim** To prepare for a writing task

- Read the rubric aloud and play the recording. Ss listen and make notes on the suggestions they hear in the recording.
- Check Ss' answers around the class.

Suggested Answer Key

more police on patrol, especially at night, to make people feel safe and discourage vandals
community groups should get together to clean the graffiti and fix the damage then people will get together and realise it is everyone's responsibility to keep the town looking nice not just the police or the council

b) **Aim** To write a letter to the editor making suggestions

- Direct Ss' attention to the plan. Refer Ss to **Writing Bank 6** for more information. Give Ss time to complete the task using their notes from Ex. 4a.
- Check Ss' answers.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

Dear Sir/Madam,

I am writing in response to the report in the Halford Herald on Wednesday, 16th May about the recent increase in vandalism and graffiti on the high street. In my opinion, there are a number of actions that can be taken to improve the situation.

Firstly, there should be more police on patrol, especially at night. As a result, people would feel safe and vandals would be discouraged.

Furthermore, community groups should get together to clean the graffiti and fix the damage. In this way, people in the community will come together and realise it is everyone's responsibility to keep our town looking nice and not just the responsibility of the police or the council.

All in all, I believe that if these steps are taken, the situation will improve greatly. I hope my suggestions will be taken into consideration.

Yours faithfully,

Mary Smith

6i Curricular: Citizenship

1 **Aim** To introduce the topic

- Read the questions in the rubric.
- Start a discussion about crime in Ss neighbourhoods.
- Elicit how Ss think crime can be prevented.

Suggested Answer Key

In my neighbourhood there is more crime now than in the past. There are burglaries, car thefts and vandalism. I think we should have more police on patrol to help prevent crime in our neighbourhoods.

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

- Draw Ss' attention to the title and ask them what they think it means and what the text is about.
- Write Ss' suggestions on the board.
- Play the recording. Ss listen and follow the text in their books.

Suggested Answer Key

I think Neighbourhood Watch means a group of people who watch what happens in a neighbourhood to keep it safe. The text is about this organisation.

3 **Aim** To read for general comprehension

- Ask Ss to read the headings (A-E) and then give them time to read the text again and complete the task.
- Check Ss' answers on the board.

Answer Key

1 B 2 E 3 A 4 C

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

Suggested Answer Key

proverb (n): a short saying that states a truth

neighbourhood (n): an area in a city/town where people live

security (n): safety measures, precautions

protect (v): to keep safe

crime (n): an illegal action punishable by law

voluntary (adj): done willingly, of your own free will

community (n): a group of people who live in the same area

burglary (n): the act of entering a building and stealing things

install (v): to put in or set up sth so it is ready to be used

vandalism (n): deliberate destruction of sth (public/private property)

4 **Aim** To learn/consolidate new vocabulary

- Direct Ss' attention to the words in bold in the text and the words 1-5.
- Give Ss time to match them and then check Ss' answers around the class.

Answer Key

- 1 safe – secure
- 2 a person of advanced age – elder
- 3 alone – isolated
- 4 actions – measures
- 5 stop sth from happening – prevent

5 **Aim** To consolidate information in a text/To develop critical thinking skills

- Ask Ss to imagine that they belong to the Neighbourhood Watch in their area.
- Tell Ss to use the information and vocabulary from the text to try and convince their partner to join the group.
- Allow Ss time to prepare and present their arguments to their partner.
- Monitor activity around the class.
- Ask various Ss to tell the class.

Answer Key

A: Hi, John. I want to talk to you about joining Neighbourhood Watch.

B: I'm not sure about that. Why would I want to join?

A: Well, I'm sure you've noticed we've had a lot more crime in the neighbourhood lately. We need to take some measures to protect ourselves.

B: Like what? What can we do to make the neighbourhood safer?

A: First of all, if we all keep an eye on the neighbourhood, people will know and feel safer. We can put signs up that let crooks know this is a Neighbourhood Watch area.

B: I guess that way they know we're watching them.

A: Correct! Everyone in the neighbourhood works together and we all decide what to do.

B: It sounds like a good idea. It helps keep the criminals away and we all feel safer, too. How do I join?

A: Just come out to the next meeting on Thursday evening and we'll sign you up then.

6 **Aim** To give a presentation about Neighbourhood Watch

- Divide the class into pairs or small groups.
- Explain the task and direct Ss to the Internet, encyclopaedias or other reference sources to collect more information about Neighbourhood Watch.
- Ask various pairs/groups 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

Neighbourhood Watch began in the United States in the early 1960s. Since then it has expanded to many other countries. The main idea is that as many people as possible in a community help watch over their neighbourhood. This helps prevent theft and vandalism. Each Neighbourhood Watch group decides what type of actions and activities it will do. The groups work with the police to make sure everything is done correctly and safely. The Neighbourhood Watch programme continues to be a success in many communities.

Language in Use 6

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

- Go through the list of phrasal verbs and their definitions. 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 up | 3 into | 5 out |
| 2 out | 4 out | 6 away |

2 **Aim** To practise prepositional phrases

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

Answer Key

- 1 at 2 in 3 with 4 In 5 in

3 **Aim** To use prefixes to form new words

- 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 multinational | 3 overflowed | 5 prepay |
| 2 redesign | 4 underestimate | 6 superhero |

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

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

Answer Key

- | | | | |
|-----------|------------|-----------|---------|
| 1 theft | 4 gain | 7 traffic | 10 stay |
| 2 robbery | 5 computer | 8 open | |
| 3 public | 6 spam | 9 spread | |

Quiz

Answer Key

- | | |
|-----------------------------------|---------------|
| 1 F (graffiti artist) | 5 T |
| 2 F (it can take months) | 6 T |
| 3 F (He is a fictional detective) | 7 T |
| 4 T | 8 F (the USA) |

Ss prepare their quiz in groups. Ask Ss to go through the pages of Module 6 and select information to compile their quiz. Ask groups to exchange quizzes, to do them, and then check their answers.

Suggested Answer Key

Quiz

- Jan Vormann is a graffiti artist. (F – artist)
- Guerrilla gardeners often get arrested. (F)
- Ben Langdon is 46. (F – 26)
- Agatha Christie was a famous English detective. (F – crime writer)
- Everyone in the community must belong to Neighbourhood Watch. (F – voluntary organisation)
- Many viruses get into your computer through your email. (T)
- A cracker helps protect your computer. (F – can easily break into computer systems)
- Jack the parrot is from Boston, USA. (F – Coventry, UK)

Skills 6

Reading

1 **Aim** To read for key information

- Explain the task and ask Ss to read the questions 1-6 and the possible answers.
- Give Ss time to read the text and then choose the correct answer for each question.
- Check Ss' answers. Ss should justify their answers.

Answer Key

- | | |
|-------------------|-------------------|
| 1 B (line 4) | 4 A (line 19) |
| 2 A (line 12) | 5 C (lines 25-26) |
| 3 D (lines 14-15) | 6 C (lines 28-29) |

Listening

2 **Aim** To listen for specific information

- Explain the task and ask Ss to read the sentences A-F.
- Play the recording. Ss listen and match the speakers to the sentences.
- Check Ss' answers.

Answer Key

- 1 C 2 A 3 F 4 B 5 D

Speaking

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

- Read the rubric aloud and explain the task to Ss.
- In pairs, Ss think of words/phrases related to the headings.
- Ss write the words and answers to the prompts from the rubric in their notebooks.
- Ss use their notes to present their talk to their partner.
- Monitor the activity around the class and then ask various Ss to present their talk to the class.

Suggested Answer Key

Types of crime: burglaries, vandalism, theft

Reasons: poverty, people too busy to care, young people bored

Ways to prevent crime: neighbourhood watch, get people involved, open youth centre, more police involvement

It used to be that the area where I live was very quiet and safe. Nowadays, there are more people and crime is on the rise.

We have more and more break-ins and burglaries every day. It's also a shame to see ugly graffiti everywhere. Some areas of the neighbourhood look very run down because of vandalism. Broken street lights, bus shelters and even swings in the local park are upsetting to see.

I think some of the thefts and burglaries are caused by poor people who need money to feed their families. People are so busy with their lives and work that they don't have time to care about what happens in the neighbourhood. Also, young people are very bored because there's not much to do in the area and so they blow off steam by committing vandalism.

I think we need to get people involved in the community again. A Neighbourhood Watch group is a great idea because people would get to know each other again and become more involved.

We could also use one of the old empty buildings to open up a youth centre. This would keep young people busy and give them a sense of purpose. The young people themselves could help renovate the building.

Finally, I think it would be a good idea if there was a stronger police presence in the neighbourhood. If people saw that the police were patrolling the area more often, it would make them feel safer to do more things in the area.

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

- Play the recording. Ss listen and say the ways the speaker suggests to prevent crime.
- Check Ss' answers.

Suggested Answer Key

The speaker suggests that they need to restore a sense of community spirit, set up a Neighbourhood Watch and reopen the youth club. The speaker also suggests that members of the Neighbourhood Watch work closely with the police to become a stronger presence on the street.

Grammar & Vocabulary

4 **Aim** To practise grammar forms

- Explain the task and give Ss time to complete the gaps with the correct grammar form.
- Check Ss answers on the board.

Answer Key

- | | |
|--------------------|-----------------|
| 1 has become | 5 was developed |
| 2 didn't appear | 6 to separate |
| 3 was called | 7 to make |
| 4 (were) connected | 8 had won |

5 **Aim** To practise word formation

- Give Ss time to complete the gaps with words formed from the words in brackets.
- Check Ss' answers on the board.

Answer Key

- 1 action 3 suitable 5 heroic
2 bravery 4 eventually

Writing

6 **Aim** To listen for specific information and write an essay making suggestions

- Read out the rubric and explain the task.
- Play the recording and ask Ss to make notes of the suggestions and possible results the speakers mention.

Suggested Answer Key

More police on the streets – people feel safe & criminals be put off

More streetlights – fewer dark places for muggers to hide

More late night public transport – people travel safely

- Give Ss time to write their essay.
- Ask various Ss to read their essays to the class.

Suggested Answer Key

Ways to Make our City's Neighbourhoods Safer

Living in a city has its difficulties, but these days there is a lot of crime around. In my opinion, there are a number of things that can be done to make our city's neighbourhoods safer.

Firstly, there should be more police patrolling the streets 24 hours a day. This way people will feel safer if they know the police are nearby and criminals will be put off from committing crimes.

Furthermore, there should be more streetlights on the streets, in parks and at bus stops. Consequently, there would be fewer dark places where muggers can hide at night waiting for someone to mug.

Finally, the council could put on more late night buses and trains. This way, people can travel in safety at night.

All in all, I strongly believe that these suggestions would improve the safety of our city. Then our city will be a safer place for everyone who lives here.

Russia 6

Reading & Listening

1 **Aim** To introduce the topic

Start a discussion in class and elicit information about St Petersburg.

Answer Key

St Petersburg is a beautiful city in northern Russia. It was founded by Tsar Peter the Great in 1703. It is Russia's second largest city and a major cultural centre. It has many theatres for music, ballet and opera. It also has many museums. St Petersburg is on the UNESCO World Heritage list as having around 4000 individual monuments of history and culture.

2 **Aim** To read for gist

- Ask Ss to read only the title and the first sentence of each paragraph in the text.
- Ask Ss what they think the text is about and write their ideas on the board.
- Play the recording and ask Ss to follow in their books.
- Refer back to the board and tick the correct suggestions.

Suggested Answer Key

I think the text is about a Graffiti Art Festival in St Petersburg.

3 **Aim** To read for specific information

- Ask Ss to read sentences 1-5.
- Give Ss time to read the text again and mark the sentences accordingly.
- Check Ss' answers.

Answer Key

- 1 NS
2 F (graffiti with other arts such as photography, film and computer animation)
3 T
4 T
5 T

- 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

innovative (adj): original, new and unusual

aim (v): intend, plan on achieving sth

promote (v): to encourage, to support

appreciate (v): to recognise the value of sth

range (n): a variety or assortment

masterpiece (n): an exceptional piece of art, music, writing, etc

group (n): a set of people having sth in common

in support of (phr): do sth to help or encourage sth or sb

Speaking & Writing

4 a) **Aim** To prepare for a speaking task

- Read the rubric and explain the task.
- Ask Ss to copy the table in their notebooks and give them time to fill in the answers.
- Draw the table on the board and elicit answers from Ss.

Suggested Answer Key

NAME	<i>GraFFFest</i>
PLACE	<i>St Petersburg, Russia</i>
DATE	<i>every Summer</i>
REASON	<i>To promote street art and help people appreciate it</i>
ACTIVITIES	<i>create graffiti, concerts, documentaries & films</i>
ENTRANCE FEE	<i>FREE</i>

b) **Aim** To consolidate information in a text and talk about an event

- Ss use their tables or the table on the board and information from the text to tell their partner about GraFFFest.
- Ask various Ss to tell the class.

Suggested Answer Key

Last year I went to a new Graffiti Art Festival in St Petersburg. It's called GraFFFest and it was amazing. It takes place every summer to promote street art and help people appreciate it. There was so much to see and do – concerts, films, documentaries – but the best part was watching the artists create graffiti masterpieces in the streets of the city. They were awesome. And, we didn't have to pay an entrance fee. All the events were free of charge.

5 **Aim** To personalise the topic

- Explain the task and ask Ss what they think of street graffiti.
- Allow Ss time to write a few sentences.
- Ask various Ss to read their sentences to the class.

Suggested Answer Key

Unfortunately, I think most street graffiti is vandalism. This is because I don't agree with graffiti being sprayed on personal or public property without permission. I have seen some amazing graffiti on the sides of buildings and walls that was beautiful and respected the neighbourhood. I think that spraying paint somewhere for no reason is not art, it's vandalism.

REVISION KEY

Revision 1

- 1 1 curious 5 parachute 9 champion
2 take 6 duty 10 earn
3 enthusiastic 7 breath
4 campus 8 Carry
- 2 1 well 3 late 5 hard
2 careful 4 easy 6 brave
- 3 1 is going 3 doesn't believe 5 thinks
2 wants 4 is Claire doing
- 4 1 to going 3 work 5 to get
2 finding 4 to work
- 5 1 much more 4 the longest
2 longer, longer 5 the friendliest
3 more hardworking
- 6 1 C 2 D 3 A 4 B

7 Suggested Answer Key

Dear Sir/Madam,

I am writing to apply for the position of part-time assistant librarian which you advertised in the Daily Globe on 22nd May.

I am currently a student studying English Literature at Manchester University.

I regularly worked in my parents' small bookshop, and I worked part-time at the university library last year.

I consider myself to be a very organised, hardworking and enthusiastic person. I enjoy working with the public and am prepared to put a lot into my work.

Please find enclosed a copy of my CV. I am available for an interview at any time. I look forward to hearing from you.

Yours faithfully,
Tom Green

Revision 2

- 1 1 seasick 4 lighting 7 rose
2 caught 5 shared 8 audience
3 locals 6 biting 9 carried
- 2 1 was taking 4 met
2 were watching 5 Were you listening
3 ran
- 3 1 used to wear 3 didn't use to live
2 Did ... use to perform 4 used to take
- 4 1 had been walking 4 hadn't taken
2 hadn't slept 5 had been working
3 had been looking

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

6 Suggested Answer Key

A day to remember by Helen Davis

One afternoon last year, my family and I were travelling back from visiting my grandparents in Kent. It was raining heavily and starting to get dark.

We saw a car up ahead on the side of the road which had broken down. There was a big scary-looking man covered in tattoos with a shaved head standing next to the car. He was waving at passing cars to stop, but none of them did. I was surprised when my dad pulled over and offered him a lift.

He was completely wet but he asked only to be taken to the next town to get a taxi. My dad insisted on taking him into the city and also gave him a warm jacket to wear. The man was grateful and asked for our name and address to return the jacket.

A few days later, a parcel arrived at the house. It was Dad's jacket and a cheque for €5,000. The man had been on his way to the hospital where his wife was having a baby and thanks to us he had got there in time to see his son born. We felt happy and surprised. We'll never forget that day and we'll always try to help someone in need no matter what they look like.

Revision 3

- 1 1 footpath 6 melt, rise
2 unpredictable 7 special offer
3 extinct 8 backwards
4 competitors 9 drizzle
5 self-catering
- 2 1 will go 4 you are going to stay
2 will be 5 am going to do
3 is meeting
- 3 1 melts 3 drips
2 won't be able to 4 will be
- 4 1 were 4 hadn't taken
2 wouldn't have hurt 5 were
3 had come
- 5 1 A 2 D 3 B 4 C

6 Suggested Answer Key

Dear Mr Smith,

I saw your advertisement for a weekend nature walk and I would like to ask you a few questions about it.

Firstly, when exactly is the nature walk? Secondly, I would like to know how long the walk will be.

Also, what exactly will the nature walk involve?
Finally, do I need to bring anything with me on the nature walk, such as a packed lunch?
Thank you for your help. I look forward to hearing from you.
Regards,
Kim Price

Revision 4

- 1 1 slippery 5 strain 9 sickness
2 loss 6 venom 10 concentrate
3 blurred 7 upset
4 soothe 8 cure
- 2 1 wasn't able to 5 can't 9 don't have
2 mustn't 6 might to, can
3 can 7 may
4 should 8 could
- 3 1 Dave, who lives in the flat upstairs, is a firefighter.
2 Both Lisa and Sarah are afraid of spiders.
3 Either Jane or Katy called you.
4 My favourite restaurant, which is on the high street, is closing down.
5 The reason why Lyn isn't coming to the party is because she is unwell.
- 4 1 C 2 A 3 E 4 B 5 D

5 Suggested Answer Key

How can young people stay healthy while leading busy lives?

These days, young people lead such busy lives that staying healthy is sometimes a difficult thing to do. So, what can you do to improve your lifestyle? Firstly, it's a good idea to get a good night's sleep. Try to get at least eight hours of sleep every night. When you sleep, your body has a chance to repair itself and recover from the stresses of daily life. Another helpful suggestion would be to eat a well balanced diet. You should eat regular healthy meals to give your body energy to help you through the day. Try to avoid junk food. Finally, don't forget to exercise! Fit exercise into your lifestyle by taking the stairs instead of the elevator, and walking instead of driving. In conclusion, we all lead busy lives. However, it is easier than you think to stay healthy.

Revision 5

- 1 1 cheerful 5 overweight 9 lost
2 reach 6 sneeze 10 sank
3 look after 7 blush
4 bark 8 gossip

- 2 1 pierced 5 pale 9 social
2 late 6 marital 10 manners
3 leap 7 win
4 retirement 8 reach
- 3 1 has been finding 4 Have you been walking
2 has changed 5 has Mark been doing
3 has been doing
- 4 1 must 3 must 5 may/might
2 can't 4 may/might
- 5 1 to be waiting 4 to have lost
2 to be having 5 taking/having taken
3 wearing
- 6 1 D 2 E 3 A 4 B 5 C

7 Suggested Answer Key

Is it a good idea to become a vegetarian?

Becoming a vegetarian may seem like a great idea. However, as with all diets, there are advantages and disadvantages.

There are without doubt a number of benefits to becoming a vegetarian. Firstly, you will become slimmer. This is because you will eat less fat by cutting out meat, butter and dairy products. Secondly, there are a number of health benefits. For example, eating less red meat will reduce the risk of a heart attack or cancer.

On the other hand, there are some disadvantages. To begin with, you may lack some vitamins and minerals. Some of these are only found in meat and dairy products. Also, your diet may be unbalanced. If you don't get enough protein, you may become ill.

In conclusion, there are pros and cons to becoming a vegetarian. I believe becoming a vegetarian is a good idea as long as you maintain a balanced diet.

Revision 6

- 1 1 lawyer 5 brighten up 9 tutor
2 prevent 6 detective 10 fake
3 speeding 7 dangerous
4 arrested 8 evidence
- 2 1 was awarded 4 can be protected
2 is used 5 haven't been caught
3 will be fought
- 3 1 Alex said that the mugger had been sentenced to six months in prison.
2 The policeman ordered the driver to step out of his car.
3 Beth asked me if/whether there was a Wi-Fi hotspot nearby.

REVISION KEY

- 4 The mayor said that everyone had the right to a safe neighbourhood.
- 5 The forensic scientist asked if/whether anyone had disturbed the evidence.

4 1 E 2 C 3 A 4 B 5 D

- 5 1 to
2 —
3 to
4 —
5 to

6 Suggested Answer Key

Dear Sir/Madam,

I am writing in response to the article in the Fleetwood Gazette on 6th May about the lack of green spaces in our town. In my opinion, there are some things that can be done to improve this situation.

Firstly, there is a large area of wasteland on Brown Street that could be turned into a park. This way, the city will be greener and people will have a place to use for leisure, too.

Secondly, trees, bushes and flowers could be planted in pots in squares, on roundabouts and in pedestrian areas to add greenery to the city itself. Consequently, this would brighten up many areas and make them feel less like the inner city and more rural.

All in all, I believe that the city council should try and provide more green spaces in the city. I hope my suggestions will be taken into consideration.

Yours faithfully,

Sasha Brown

Vocabulary Bank 1
Work (p. VB1)

- 1 1 walker 7 director 13 officer
 2 assistant 8 driver 14 counsellor
 3 person 9 designer 15 chaser
 4 artist 10 controller 16 decorator
 5 attendant 11 trainer 17 worker
 6 expert 12 operator 18 tester

- 2 1 earn 5 transfer
 2 apply 6 fired
 3 trains 7 redundant
 4 promoting 8 offered

- 3 a) 1 C 4 A 7 K 10 F 13 N
 2 E 5 I 8 G 11 D 14 L
 3 J 6 H 9 B 12 M

b) Suggested Answers

university degree: biologist, meteorologist, dentist, librarian, surgeon

manual: hairdresser, caretaker, tailor, miner, artist

outdoor: lifeguard

shifts: caretaker, lifeguard, miner

dangerous: miner, lifeguard

high salary: TV presenter, dentist, surgeon

contact with the public: hairdresser, librarian, dentist, tailor, secretary, cashier, lifeguard

- 4 1 part-time 3 vacancy 5 salary
 2 work 4 experience

- 5 1 bonus 6 qualities
 2 profession 7 application
 3 recommendation 8 underpaid
 4 training 9 perks
 5 9-5

Sports (p. VB3)
1 Suggested Answers

TYPES OF SPORTS	
Indoor	curling, swimming, squash, snooker, table tennis, judo, ice-skating, water polo, ice hockey, boxing
Outdoor	curling, swimming, horse-riding, sky diving, rock climbing, windsurfing, cycling, hiking, rafting, lacrosse, rugby, polo, ice-skating, water polo, ice hockey, hockey, skiing
Summer	swimming, windsurfing, hiking, rafting,
Winter	curling, ice-skating, ice hockey, skiing
Team	curling, hiking, rafting, lacrosse, rugby, polo, water polo, ice hockey, hockey
Individual	swimming, horse-riding, sky diving, rock climbing, windsurfing, cycling, hiking, squash, snooker, table tennis, judo, ice-skating, skiing, boxing
Water	swimming, windsurfing, rafting
Land	horse-riding, rock climbing, cycling
Air	sky diving
Extreme	sky diving, rock climbing

- 2 1 peaceful 4 dangerous 7 exciting
 2 competitive 5 challenging 8 exhausting
 3 thrilling 6 tiring

- 3 1 horse-riding, it's fun
 2 ice-skating, it's tiring
 3 squash, table tennis, it's more challenging
 4 boxing, it's dangerous
 5 snooker, it's relaxing

Vocabulary Bank 2
The Internet (p. VB4)

- 1 a) 1 E 2 D 3 C 4 B 5 A

- b) 1 antivirus software 4 search engine
 2 username 5 social network
 3 email account

- 2 a) 1 B 2 C 3 A
 1 http colon double slash twitter dot com slash lady gaga
 2 http colon double slash www dot englishgrammar dot com
 3 peter underscore allen17 at yahoo dot uk

VOCABULARY BANK KEY

- b) 1 questions 4 computer 7 later
2 say 5 remember 8 face
3 tell 6 possible

- 3 1 server 4 hardware 7 profile
2 password 5 website 8 blog
3 forum 6 link

- 4 1 hack 4 upload 7 go online
2 crash 5 download 8 scan
3 access 6 browse

5 Suggested Answers

- 1 I go online every day for at least an hour.
2 I usually visit music, film and sports websites.
3 I like social networking sites because I like to talk to lots of different people.

Types of books (p. VB5)

- 1 1 E 3 A 5 C 7 F
2 D 4 H 6 G 8 B
- 2 1 written 3 plot 5 character
2 chapter 4 set in 6 twist

- 3 1 You'll love it 4 a dull story
2 an unexpected twist 5 a waste of time
3 a bore to read

Music (p. VB5)

- 4 metal, powerful
garage, loud
reggae, monotonous
R&B, boring

Vocabulary Bank 3

The weather (p. VB6)

- 1 a) 1 flood 5 hurricane
2 light clouds 6 hail
3 thunderstorm 7 sunshine
4 heatwave 8 thick fog

b) Suggested Answers

common weather conditions: drizzle, shower, light clouds, thunderstorm, sunny spells, sleet, sunshine, breeze, thick fog

rare weather conditions: flood, blizzard, heatwave, hurricane, tornado, hail, snowstorm

- 2 1 cold 4 boiling 7 winds
2 lightning 5 clear 8 heavy
3 temperatures 6 Overcast

- 3 1 reach 3 set 5 blow 7 drop
2 wipe 4 pour 6 rise 8 gather

The environment (p. VB7)

- 1 A overflowing E exhaust fumes
landfill sites F industrial waste
B deforestation G burning fossil fuels
C global warming H oil spills
D water shortage I overfishing

- 2 1 rise 6 cut/are cutting
2 are melting 7 have vanished
3 adds/is adding 8 will starve
4 will lose 9 reduce
5 will become 10 use

- 3 a) 1 turn off 6 throwing
2 Save 7 Insulate
3 take 8 conserving
4 public 9 Reduce
5 Recycle

b) Suggested Answers

I always turn off lights, recycle and use public transport.

Sports & Equipment (p. VB8)

- 1 a) 2 oars 10 mask 18 ball
3 raft 11 snorkel 19 net
4 kit 12 wetsuit 20 helmet
5 football 13 flippers 21 bicycle
6 boots 14 gloves 22 target
7 stick 15 poles 23 arrows
8 puck 16 skis 24 bow
9 skates 17 racquet

b) go: rafting, snorkelling, skiing, cycling

do: archery

play: football, ice hockey, tennis

- 2 1 cycling 5 archery
2 skiing 6 ice hockey
3 rafting 7 tennis
4 football 8 snorkelling

- 3 1 hold 3 break 5 points
2 take 4 beat 6 score

Camping equipment (p. VB9)

- 4 1 matches 6 first aid kit 11 tent
2 sunscreen 7 sleeping bag
3 penknife 8 rope
4 rucksack 9 insect repellent
5 compass 10 map

Vocabulary Bank 4
Health (p. VB10)

- 1 a) 1 a bad back 5 ear 9 sick
2 insomnia 6 skin 10 dizzy
3 depression 7 wrist
4 eye 8 ankle

- b) 1 skin infection
2 suffer from depression
3 ear infection
4 feel dizzy
5 sprained ankle
6 felt sick
7 suffers from insomnia
8 eye infection
9 sprained wrist
10 suffer from a bad back

- 2 1 prescription 4 remove 7 scratch
2 operation 5 pain 8 relieve
3 painful 6 use 9 heal

Idioms (p. VB10)

- 3 1 rain 3 picture 5 weather
2 white 4 fit 6 back

- 4 1 illness 4 fever 7 therapy
2 swelling 5 bruise 8 remedy
3 infection 6 cut

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

- b) 1 travel sickness 6 upset stomach
2 itchy rash 7 runny nose
3 broken bone 8 sore throat
4 high temperature 9 dry cough
5 eye strain 10 watery eyes

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

7 Suggested Answers

- 1 We can prevent sunburn by using sunscreen, wearing hats, drinking plenty of water and staying out of the sun at midday.
2 Yes, I had a pain in my side and it was my appendix. The surgeons operated on me and took it out.
3 Yes, they should. We never know when accidents might happen, so we should be prepared to help at all times.

Feelings (p. VB12)

- 1 a) 1 furious 5 bored
2 confident 6 exhausted
3 excited 7 surprised
4 confused 8 depressed

- b) 1 bored 5 confused
2 exhausted 6 furious
3 confident 7 excited
4 surprised 8 depressed

Problems (p. VB12)

- 2 1 difficult 5 common 9 peer
2 distance 6 welcome 10 advice
3 approve 7 similar
4 fit 8 right

Vocabulary Bank 5
Stages in life (p. VB13)

- 1 1 adult 3 teenager 5 senior citizen
2 infant 4 child 6 toddler

- 2 1 get engaged/get married/go on honeymoon/start a family
2 leave school/find a job/get a promotion/retire with a pension
3 go to kindergarten/start primary school/go to high school/attend college
4 take a gap year/apply for university/go to university/graduate with a degree

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

- b) 1 buy a house
2 lost her job
3 had grandchildren
4 got divorced
5 live abroad
6 moved to the countryside
7 are celebrating their wedding anniversary
8 decide on a career
9 start a business
10 arrange my wedding

4 Suggested Answers

- 1 Yes, I do. I felt shy and nervous. I was unsure what to expect. It all seemed so big and scary.
2 Yes, it was. I met all of my friends there. I decided what I'd like to do for a career and I learnt a lot of new and interesting subjects.
3 The most important event in my life was winning the football championship. I felt very happy and proud.

A wedding (p. VB14)

- 5 1 groom 5 bride 9 best man
2 tuxedo 6 wedding dress
3 bouquet 7 wedding ring
4 veil 8 bridesmaid

Suggested Answer

In the first photograph, there are two people getting married. The groom is wearing a black tuxedo and the bride is wearing a veil and a white wedding dress. She is holding a bouquet of flowers. They both look very happy.

- 6 1 aisle 4 vows 7 made
2 wedding 5 reception 8 bouquet
3 party 6 honeymoon

Character (p. VB14)

- 7 1 hardworking 5 sociable 9 stubborn
2 generous 6 honest 10 ambitious
3 patient 7 sensitive
4 modest 8 optimistic

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

- 9 1 unselfish 6 insensitive
2 impolite 7 untidy
3 dishonest 8 unreliable
4 irresponsible 9 impatient
5 inconsiderate 10 untrustworthy

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

Appearance (p. VB15)

- 11 1 wavy, dark 4 straight, oval
2 in his late teens, curly 5 glasses, bald
3 middle-aged, beard

12 Suggested Answer

My best friend, Sally, is in her late teens. She is slim and of medium height with long red hair. She has a round face with lots of freckles.

Vocabulary Bank 6
Crime (p. VB16)

- 1 A 8 C 7 E 2 G 1
B 5 D 4 F 6 H 3
- 2 1 burglar 5 arsonist 9 smuggle
2 vandal 6 theft 10 kidnap
3 vandalise 7 thief/steal
4 rob 8 smuggler
- 3 1 charged 4 stole 7 broken
2 robbed 5 arrested 8 broke into
3 committed 6 accused

The law (p. VB16)

- 4 1 pleaded 5 found
2 convicted of 6 testify, court
3 examined, evidence 7 swear
4 reached 8 sentenced

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

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

- b) 1 death penalty 5 crime scene
2 guilty verdict 6 armed robbery
3 police station 7 life sentence
4 jury service 8 court case

Cybercrime (p. VB17)

- 7 1 spam 3 identity 5 access
2 hacker 4 viruses 6 piracy

p. WB1

- 1 1 I have a good command of
- 2 I feel I would be well suited for this position
- 3 at any time convenient to you
- 4 Yours faithfully
- 5 I am writing to apply for
- 6 Despite not having any formal work experience in childcare
- 7 I am interested in

p. WB2

- 1 A 9 C 11 E 10 G 8 I 7 K 3
B 5 D 1 F 4 H 2 J 6
- 2 One weekend last autumn, late on Saturday afternoon, Then, The next moment, When, After that, The next morning

p. WB3

1 Suggested Answer

layout: it should be written in separate paragraphs.
the way it starts/ends: it should start *Dear Mr Forbes* and end with *Best wishes,/Kindest regards,/Yours, etc.*

tone and style of language: The second sentence sounds rude rather than polite and respectful. The style is a mixture of informal and formal, e.g. *I'll probably need to bring some equipment, won't I? I would particularly welcome the opportunity to experience windsurfing for the first time.* The idiom *a stone's throw* is also inappropriate because it's too informal.

use of pronouns/linking words: The first sentence omits the pronoun 'I', which is only appropriate in informal style. The writer does not use any linking words to list points, e.g. *first of all, secondly.* Instead they use *Furthermore* and *However*, which are very formal.

p. WB4

- 1 In the first place – Firstly
In other words – In short
Secondly – In addition
It is important to – People should
Then – In this way
As a final idea – Finally
As a result – Consequently
To sum up – In conclusion
I believe – In my opinion

2 Suggested Answers

Formal vocabulary: unpleasant, individuals, dispose of, responsibly, get into the habit of, ignore, concern, get involved in, it cannot be denied, poses, nuisance, reduce
Mild impersonal style: There is no doubt that it is an unpleasant and annoying sight.

3 Suggested Answers

- 1 This means that young people would have their own place to be creative and do their hobby. As a result, public areas will be kept clean and the graffiti artists will be happy, too.
- 2 In particular, yoga trains you how to do meditation, which is known to be an excellent way to clear your mind of worries. If more people try it, their stress levels will be greatly reduced.

p. WB5

1 Suggested Answer

Longer sentences: *Many young people today, especially those planning to get married, dream of owning their own home some day. You can redecorate your house or keep a pet dog, for example, without having to ask the landlord. This means that you can't just get up and move if you do not like the neighbourhood, because you will have to sell your house first.*

Formal/advanced vocabulary: *home ownership, can be considered, investment, Furthermore, However, major drawback, in addition to, maintaining, tends to be, security, All things considered*

2 Suggested Answer

Many people are in favour of buying their own home.
Nevertheless, people who own their own home face some serious drawbacks.

3 Suggested Answer

- An additional benefit of buying your own home is that it can make more sense financially than renting a flat. In spite of the fact that you may have to pay off a mortgage, eventually the house will be yours.
- Some people are against buying their own home because they don't want the responsibility of doing their own repairs. They prefer to live in rented accommodation, which means that all repairs are done by the landlord.

p. WB6

- 1 First of all, it is important for PC users to keep their security programmes up-to-date. Another point to keep in mind is to change your personal password from time to time.

Suggested Answer

In the first place, one good idea is for PC users to maintain updates on their operating systems. Another helpful suggestion would be to avoid using the same password all the time.

2 Suggested Answer**First main body paragraph:**

To begin with, the council should increase their budget for road repairs. Roads that have uneven surfaces or are full of holes are a real hazard to drivers, especially motorcyclists or people driving at night. If more money was spent on road maintenance, the number of accidents would be greatly reduced.

Second main body paragraph:

Additionally, another helpful suggestion would be to introduce more cycle lanes. As more and more people are using bicycles lately due to increased transport costs, accidents involving cyclists have also become more common. Therefore, extra cycle lanes would provide extra protection for bicycle users.

WORD FORMATION KEY

1 bilingual	21 incompetent	41 inconsiderate	61 ignorant	81 mislead
2 summarise	22 accountant	42 multi-cultural	62 safety	82 comedian
3 underestimate	23 Attendance	43 employees	63 enforce	83 furious
4 resistance	24 honesty	44 investment	64 transplant	84 recharge
5 acquaintance	25 willingness	45 nonsense	65 dedication	85 inspector
6 blockage	26 mathematical	46 diversity	66 useless	86 vandalise
7 shorten	27 credible	47 outnumber	67 departure	87 assistance
8 envious	28 misbehave	48 disgraceful	68 underweight	88 celebration
9 decode	29 illiteracy	49 overspend	69 empowering	89 accommodation
10 delivery	30 preparation	50 undervalue	70 wealthy	90 skilful
11 apparent	31 coincidence	51 postnatal	71 prisoners	91 tirelessly
12 co-operate	32 innocence	52 explosion	72 resident	92 loosen
13 disability	33 selfish	53 industrial	73 inaccurately	93 disastrous
14 finalist	34 effective	54 variety	74 edible	94 beggar
15 dismissal	35 monorail	55 remarry	75 immature	95 loyalty
16 secrecy	36 impractical	56 unbelievably	76 untidy	96 independence
17 athletic	37 librarian	57 basis	77 healthily	97 management
18 reasonable	38 assassination	58 semi-conscious	78 confident	98 alphabetical
19 broaden	39 clumsiness	59 aimless	79 criticise	99 reporter
20 international	40 aggressive	60 submarine	80 descendant	100 triangles

KEY WORD TRANSFORMATIONS KEY

1 is said to haunt	28 put a lot of effort	55 not only cheap but also
2 spite of the snow	29 am worn out by	56 in full agreement about
3 was able to talk	30 only colleague who didn't	57 is supposed to be
4 time we closed up	31 is her intention to go	58 thought he would get
5 in order to avoid	32 needn't have wrapped	59 gave me permission to go
6 were given directions to	33 didn't succeed in impressing	60 should be kept
7 don't hurry up, we will	34 would have been better if	61 take into account how
8 was the first time	35 will not object to my	62 had better not buy
9 fall behind with	36 for your recommendation	63 you like me to make
10 wrong to talk badly	37 are likely to buy	64 put up with his tardiness
11 doesn't approve of what	38 have run out of	65 can't tell the difference
12 made up her mind	39 nearly as big as	66 wasn't to blame for
13 admitted taking	40 with a view to becoming	67 to avoid getting
14 due to the fact that	41 by far the most interesting	68 and as a result
15 so that she could leave	42 are no biscuits left	69 no chance of winning
16 brings back memories	43 no matter how much you	70 a preference for sitcoms
17 is popular with	44 kept me waiting for three	rather than
18 took him ages to repair	45 did nothing but	71 is less fattening than
19 advised him to report it	46 it easy to follow	72 in charge of tidying up
20 provided you practise	47 regrets having her	73 had a great time
21 had my hair cut	48 is it since you	74 used to be quieter than
22 place where Treasure Island	49 was the first time	75 may not have heard
23 would prefer not to go	50 said I was sorry for	76 can't have been
24 should not have changed	51 is a possibility that I will	77 were held up by
25 are responsible for calling	52 looking forward to the start	78 had fun on their
26 gave a detailed description of	53 were made to go to the	79 had no difficulty in replacing
27 you let him know	54 impossible for me to meet	80 no point in seeing

Module 1

➤ Exercise 3 (p. 14)

Rob: It's amazing! You're up in the air and everything is below you. You can see cities and villages and even cars on the motorways. I can't really describe the feeling, because it's exciting, but at the same time it's really peaceful as you're floating down.

Rachel: I do it all year round, but I especially like it in the summer months when it's boiling hot. It's great to get in the water to cool off, and feel the wind in your face as you ride the waves. It's very physical, though, and you need to have good arm muscles to hold the sail.

Luke: I just love the fresh air and spending time outside enjoying nature. I go every weekend. It's good to get out of the city and into the countryside. Yes, it's difficult to ride up the mountain, and you have to pedal really hard, but riding down really fast is just fantastic!

➤ Exercise 3 (p. 18)

Sandy: Hi, Paul. How are you?

Paul: Hi, Sandy. I'm fine thanks. I'm just trying to plan my summer holiday.

Sandy: Oh. Lucky you! I'm not going on holiday this year.

Paul: Why not?

Sandy: Well, I've got a summer job as a dog walker, so I'm going to be busy every day.

Paul: Wow. Good for you.

Sandy: So are you going away with Shane again this summer?

Paul: No. He's going to a summer camp in France to be a camp counsellor.

Sandy: That sounds interesting!

Paul: Yes, but not as interesting as Fiona. She's going to spend the summer with a charity which helps endangered animals and the environment. She is going to volunteer with them all summer!

Sandy: That sounds amazing! Bridget's going to work as a waitress in a restaurant by the beach.

Paul: Oh. What about Tony? Maybe I could go on holiday with him.

Sandy: No, you can't. Tony is going to spend the summer working, too. He just got a job as a lifeguard!

Paul: It seems like everyone is working this summer.

Sandy: Yes, Andrea too. She really wanted to find a job working with animals, but she couldn't find anything so she's working in a shoe shop all summer.

Paul: Maybe I should just get a summer job like everyone else!

Sandy: I think that's a good idea.

➤ Exercise 2 (p. 22)

Speaker 1

As a social worker I usually have to deal with a crisis on a daily basis. My goal is to offer the guidance and support people need to overcome their problems. It is emotionally difficult to deal with abused children or the

homeless. Although I work a 40-hour week, I sometimes have to visit people after hours or at weekends and the paperwork is endless.

Speaker 2

In general, being a flight attendant is a dream job for people who want to see new places. At first, you have to be on call 24/7 and work up to 12-hour shifts. The hardest part is standing for the most part of a flight and balancing during turbulence. You don't want a drink or tray to end up in a passenger's lap! At the end of the shift, you have to deal with aching feet, backache and sometimes headaches from the changes in air pressure!

Speaker 3

Of course dentistry is a great job that you can do on your own and even after retirement. Nonetheless, I do spend many hours seated and bent over an open mouth, so I do suffer from lower back problems often. There is also the slight risk of getting exposed to an infectious disease, if I'm not careful, but I always follow all safety procedures.

Speaker 4

As a teacher, working with children is really rewarding for me, I must say. But, I stand up most of the time and sometimes I have to raise my voice to be heard; I also suffer from neck and shoulder pain often as my arms are raised most of the time writing on the board.

Speaker 5

I love being a vocalist. There's nothing better than getting up on stage and entertaining people. But it's hard to work if your vocal cords are suffering. A simple cold or flu or straining during a performance can cause throat pain, hoarseness and swelling. I had to get the proper training to avoid serious problems and protect the one thing I need for my job – my voice!

➤ Exercise 4b (p. 23)

If I were you, I would choose between being a babysitter and being a lifeguard. I wouldn't work in a supermarket as a cashier because although it is a responsible job and you would meet lots of people, you would probably have to work shifts and it would be very boring and repetitive work. Also, you would be stuck indoors all the time.

I think babysitting would be a good job because you are very good with children. Also, you would probably only have to do it in the evenings so you would have most of your days free. On the other hand, you may not have the opportunity to earn very much money.

Therefore, I think you should go for a job as a lifeguard. You are very good at sports and so you have the swimming ability needed. Also, you get to spend the whole summer on the beach. Finally, you would have all your evenings free and I think it would be good experience for the future. It would also be good to have a position of responsibility like this on your CV.

Module 2

➤ Exercise 8a (p. 27)

I was travelling in Ecuador in July when something really crazy happened to me! One day, I decided to go on a kayaking trip down a river in the Amazon Rainforest. I got into a kayak and set out with a group of other travellers. At first, it was fantastic. The scenery was very beautiful and exotic birds were flying all around. But then, the river started moving faster and suddenly, I hit a rock, my kayak turned over and I fell out of it into the river. I was trying to swim back to my kayak, when suddenly I saw a strange shape in the water. It was moving quite quickly towards me. "Oh no, Sarah!" my friend Jane shouted. "Quick, get back into the kayak, it's a crocodile!" Well, I was terrified! I swam as quickly as I could to my kayak but I couldn't get into it. I turned around and saw that the crocodile was getting closer! I was screaming and shouting! Then, suddenly, I looked down and there was no crocodile – just a big branch from a tree! I was so relieved! Everyone was laughing, but I didn't think it was very funny!

➤ Exercise 3 (p. 36)

Max: This is 93.2 FM. Good morning and welcome to 'The Big Read', our new weekly show that finds out about books our listeners are reading. Firstly, we have Stacey on the line. Hello, Stacey! What have you read recently?

Stacey: Oh, hello, Max. Well, I've just finished reading a wonderful historical thriller by Kate Mosse called *Labyrinth*. I usually read biographies or romance novels, so this was something very different for me. I was surprised, but I really enjoyed it! The plot is very interesting. It's about two women who live in different centuries but they discover the same secret and try to protect it. It's very exciting, especially at the end!

Max: Thanks, Stacey. That sounds like a great read. And now we have Brian on the line. Brian, what do you have for us?

Brian: Hi, Max! I've just read a book called *The Poet* because all my friends were telling me to read it. It's a crime thriller by Michael Connolly about a crime reporter who is investigating the death of his brother. It has an amazing plot that's very exciting and fast-paced. I couldn't stop reading it! This is the first crime thriller I've ever read, but now I want to read every one I can find!

Max: Brian and Stacey, thanks for being on the show. That's all for this week on 'The Big Read'. Don't forget to tune in next week for more great book reviews from our listeners!

➤ Exercise 5a (p. 37)

Last spring, I went on holiday to Rio de Janeiro with my friends for Mardi Gras. It was a beautiful, sunny day and we all dressed up in colourful costumes before setting out onto the busy streets.

I stopped to buy some water, but afterwards I couldn't find any of my friends. There were so many people dressed in similar costumes! I looked for them for a

while but then, suddenly, someone grabbed my hand. Before I could stop them, they pulled me up onto a stage! Everyone was singing and dancing and I couldn't help joining in. After a short while, I noticed that there was a huge screen next to the stage. It showed all the dancers and I could see myself dancing on TV!

Luckily, my friends saw the screen and met me as I climbed down from the stage. They were laughing so much! At that moment, there was an announcement. To my surprise, there was a prize for the best dancer and the best dancer was me! When we got back to the hotel, we were tired but very happy. We all had a fantastic time and my friends had some amazing photos of me on stage!

➤ Exercise 1b (p. 40)

A: Hi, Clara. What are you up to?

C: I was just relaxing a little and doing some reading. I've just finished this book.

A: Oh, I read that one a few weeks ago.

C: Really? What did you think of it?

A: I think the plot was great and I was a little surprised by the ending. I really didn't expect the diamond thief to be his wife's friend. How about you? Did you enjoy it?

C: It was all right but I don't think it was such a fantastic story. I also got a little annoyed sometimes because I felt the author was trying to use long sentences and complicated words, and it just didn't suit that kind of a story.

A: You think so? I don't think I agree with you. I never get bored with his books and this time, as usual, I couldn't put it down! It was quite an intense story. You never know what's going to happen in his books. And I think he's got an interesting style of writing.

C: I'm not sure I agree with you and I don't feel it's the kind of book I would recommend to your average teenager. I think it's more the kind of thing my parents would read...

A: Come on Clara, I read it – and you read it! I'm sure I'm not the only teen who liked it. It's a best seller.

C: Well, I suppose it's a matter of taste.

A: Right!

➤ Exercise 5a (p. 41)

Last summer, on a sunny weekend, my friends, David and Peter, and I went on a camping trip in the forest. Peter and I had been camping before, but it was the first time for David. He was excited but nervous, too. That night we sat around the campfire telling stories and trying to scare each other with tales of wolves and bears in the forest. After a while we went to bed.

Then, in the middle of the night, I was woken up by David. He looked white when he came running into my tent insisting that there was a bear close to our tents! David sat shaking with fear while I went to investigate. I soon realised that the 'bear' he heard was just Peter who was snoring really loudly! David felt really silly and when we woke Peter up, he was so embarrassed; he didn't know he snored so loudly!

We were still laughing about it the next morning when we woke up. That was until we saw that all our food had been eaten and we saw some large paw prints on the ground around the tents. We stopped laughing and felt relieved that we hadn't realised that there actually had been a bear in our camp.

Module 3

➤ Exercise 2 (p. 43)

Presenter: Hi. Today on World Weather Watch, we have severe weather warnings in parts of America, Europe and Asia. Let's start in the USA. Miami is going to have a rough time over the next twenty-four hours. There'll be rain and winds of over 80 kmph coming in from the Atlantic Ocean in the early evening. Residents should stay inside if they don't have to go out. Moving over to Europe, if you're in Dublin tomorrow, you won't see much when you open the curtains, except lots of fog. It's not going to be easy for drivers, either. They'll need to keep their lights on during the morning. At the moment in Edinburgh, it's clear and sunny, but there will be heavy snow and high winds later this afternoon. Across the Channel in Paris, France, it's already raining, but they are expecting a big storm later tonight. There will be plenty of lightning around, so tourists should probably avoid the Eiffel Tower until later tomorrow! And finally, we head to New Delhi, India. It's normally hot there at this time of year, but it's going to get a lot hotter as temperatures rise to over 38 degrees Celsius in the next few days. If you're there, please remember to stay out of the sun and drink plenty of water. That's all from me. I'll see you on the next edition of World Weather Watch.

➤ Exercise 4 (p. 54)

Presenter: And tonight on Teen Scene we have George Tanner. George runs the Bayside Community Centre and he's organising a trip to an adventure camp this June. So, George, tell our listeners all about it!

George: OK, Steve. Well, we're really excited about the trip! Usually we go just for a weekend, but we had such a good time last June that we're going for a whole week this year. Now, there's a fantastic variety of activities at the camp. There are the old favourites, of course, like horse riding on the beach and caving, but this year there are some new activities too like paintballing and zorbing. Paintballing in the forest is something I used to do when I was at university, so I can't wait to try it again. In teams, you run through the forest and try to shoot each other with a ball of paint. It's fun, but if you get hit, it really hurts!

Presenter: And what's 'zorbing', George?

George: Oh, it's fantastic, Steve! You get inside a huge plastic ball and someone pushes you down a hill! You have to see it to believe it, but I promise it's fun. If you prefer to do something more relaxing, though, then there are also yoga classes on the nearby beach, and golf. There's also aqua aerobics in the swimming pool every day. This is really great for people who don't usually do a lot of exercise. It's easy but great for the body!

As for accommodation, well, forget luxury hotels and apartments! We'll camp in tents in the forest, which is a lot of fun!

So, if you're between 13 and 19 years old and you'd like to have an adventure this summer, why not join us at the camp? Just drop by at the community centre and sign up any time between now and 1st May. Our address is 15, Treetops Avenue, Staplefield. Both our address and telephone number are also on the Staplefield Community Centre website.

Presenter: Wow, that sounds like a lot of fun, George. Thank you very much for coming on the show.

George: You're welcome, Steve.

➤ Exercise 1b (p. 58)

A: So, Jiten tell us a bit about your experience as a volunteer.

B: I worked during my holiday, helping to improve community facilities in Rajasthan, India. We worked in small teams, building houses or repairing and painting schools and child care centres. In return for our hard work, the other volunteers and I were able to experience the local culture first-hand and enjoy the region's spectacular scenery. My experience with this project has been amazing. I have really enjoyed my time here and the company's advice and support has been brilliant.

A: Are there many ways that you can make a difference during your summer break?

B: Sure, there are. In Latin America, you could volunteer at a Surf School. These schools offer free surfing and skateboarding lessons to local youths who cannot afford to buy their own equipment. All you need is basic Spanish and lots of energy, of course!

A: What if someone wants to work with animals?

B: If you prefer to work with animals, why not help to care for sick and injured elephants? In Sri Lanka you can work closely with rescued elephants as well as becoming involved in community development. You will be working as part of a team and the staff at the centre will help you every step of the way. What's more, you'll have the weekends off to explore the beaches and ancient cities with your new friends!

A: Volunteer holidays are just for single people, aren't they?

B: Not at all. Many organisations now encourage families to volunteer together. One of these is The National Trust, a British conservation charity. They now offer holidays for 2 adults and up to 3 children aged between 8 and 16 years. The National Trust also combine their environmental work with popular hobbies and interests. One example is their holiday in Erddig, Wales, where digital photography is taught alongside the programme of woodland management and tree-planting.

A: What are you planning to do next, Jiten?

Module 4

B: I want to go to Estonia. The worldwide organisation, WWOOF (World Wide Opportunities on Organic Farms), has started a new branch there. It was actually started by a group of students who were concerned about the environment. In return for doing work on their host farm, 'Woofers' receive accommodation, meals and the opportunity to learn about organic lifestyles. Working holidays can open your eyes to different cultures and you will come back with more than a suntan! Try it!

➤ Exercise 4 (p. 59)

S: Hello. Could I have some information, please?

E: Yes, certainly.

S: My family would like to go on holiday in the area and we would like to know what kind of hotel resorts there are near the beach.

E: Let's see. The Golden Palace. It's got over three hundred rooms, many with a seaview. It is a fine resort and it's right next to a beautiful sandy beach with shallow water, which is good for children. Of course, it also has a swimming pool.

S: Does it have water sports facilities?

E: No, it doesn't but there are a lot of things you can do. It's got table tennis, beach volleyball and so on.

S: OK. Are there any other resorts?

E: The Grand Beach Resort has got windsurfing, jet skiing, scuba diving and so on, and it has also got three swimming pools.

S: Good! How far is it from the town?

E: Oh, it's only about ten minutes on foot from town.

S: Great! Could you tell me if there are any good restaurants nearby?

E: Yes. As I said, the town's only ten minutes away. It has got some lovely restaurants that are well known for their fresh fish and other seafood dishes. It has some great pizzerias, too!

S: Excellent!

E: There is also the Paradise Club Resort. It's smaller but famous for its nightlife and parties. The staff organise sports activities all day long. They don't have many water sports, though. It's got its own huge restaurant that serves a range of dishes and it's got a cinema.

S: OK! Thank you very much for your help. I think the Grand Beach Resort would be the best choice for my family because my parents can relax around the pool during the day while my brother and I do water sports. And in the evening we could head into town and eat at one of the fish restaurants.

➤ Exercise 7 (p. 65)

Sally: Last week, I burnt my finger while I was taking some cakes out of the oven. It was a small burn but it really hurt! Anyway, I turned the tap on and put my finger under cold water for a while, of course, but then my mum told me to put some honey on it. It worked really well. It didn't really hurt afterwards, and after about a week I couldn't even see the burn any more.

Greg: Recently, I had a bad stomach ache, like indigestion, after eating a big meal at my grandparents' house. Immediately, my grandma gave me a banana to eat! It was very difficult to eat because I had just eaten, but after a while I realised that I didn't have a stomach ache any more! Try it next time you get indigestion – it really works!

Simon: I had a bad cold last month and I read on the Internet that drinking warm lemon juice and water with a spoonful of honey in it is good for colds. The lemons contain a lot of vitamin C, so they help you to get rid of the cold faster, and the honey is good for sore throats and coughs. Anyway, I made lots of warm drinks with honey and lemon, and I got better really quickly. I'll definitely do the same thing the next time I have a bad cold.

➤ Exercise 3 (p. 72)

Speaker 1

I just have so much to do this year. I have a lot of studying to do because it's my last year at school and then I have to help out with chores at home because my mum and dad both work all day, too. Then, there's my weekend job in a shoe shop. I'm thinking of giving my job up because I just don't have enough time for it any more.

Speaker 2

My friends are all going away for the weekend, but I don't know if I can afford to go with them. Unfortunately, I often have to say no to my friends when they invite me somewhere. My parents don't have a lot of spare cash, so they can't give me a lot of pocket money. I'm trying to find a part-time job but it's really difficult.

Speaker 3

This winter, I just haven't felt as well as I usually do. I've had lots of coughs and colds and I've felt very tired. I have acne, too. My mum wants me to make an appointment to see the doctor, but I think I've just worked too hard at school. I just need some rest and maybe some vitamins.

Speaker 4

I've just been to the hairdresser's and my hair looks terrible! I told the hairdresser to just shorten it a little, but she cut way too much off and now it's really short. I hate it! Plus, some acne has appeared on my chin. I can't believe it ... it's Sarah's party on Saturday and I'm going to look awful!

Speaker 5

We've just moved to a new area. I really like the new flat – it's much bigger than our old one – but I really hope my school is OK. I start on Monday. I'm really going to miss everyone at my old school. I hope I get used to everything quickly and I can make some good friends.

➤ Exercise 2 (p. 76)

No, I don't think students should take exams. I think that coursework and homework should count towards the final mark. How much a person can remember on a particular day of a particular subject is not a good way to judge them for a whole year's work. Many people do not do well in an exam situation. They get stressed and can't remember things that they know because their mind goes blank.

➤ Exercise 4 (p. 77)

His face is a mask of determination as his fingers fumble with the lace of his shoe. Under his breath he says over and over again, "I am going to do this, I am going to do this." The people in the room stand watching, silently cheering him on. A huge shout goes up as he finally, after countless attempts, manages to make a perfect bow. No, this story is not about a four-year-old learning to tie his shoelaces. It is, however, a story about a very courageous sixty-year-old Canadian man named Frank Hrabanek.

Several years ago, Frank lost four of his fingers in a terrible accident at the factory where he worked. Along with losing his fingers, he lost the ability to do many of the everyday things that most of us take for granted. Without the help of his loving wife, Zlata, Frank was unable to pull up his trousers, put on his socks, cut up his meat, or... tie his own shoelaces.

That has all changed now thanks to technology. In June, Frank entered West Park Healthcare in Toronto to be fitted with prostheses, artificial body parts. In Frank's case, the prostheses were four new fingers. The artificial fingers are made of a silvery-grey material and look strangely robotic. However, once a cover has been put over them, they will look exactly like the fingers on Frank's other hand.

What with the difficult operation and the lengthy recuperation period, Frank has been through a terrific ordeal. But the important thing is that he is through it and he is now ready to take on the world. Grinning from ear to ear, Frank told reporters that one of the first things that he is going to do when he gets home is invite friends round for a meal. "We're having a dinner party tomorrow night and I'm doing all the cooking. Zlata has been through so much, I am giving her the night off!" Zlata smiles and adds, "Before Frank's accident, our hobby was fly-fishing. Fishing season opens in a few weeks, and with the luck we've been having lately, I just know we're going to catch a big one this year!"

➤ Exercise 7 (p. 77)

A: What do you do when you and your parents disagree about things?

B: What kind of things?

A: Well, let's say that you want to go somewhere or do something and they won't let you.

B: Well, I think it helps to find out their reasons why they won't give me permission. Usually, they are only thinking of my health and safety so I try and ease their worries so I can do what I want.

A: What do you mean?

B: Well, if they think I will be out too late at night, I'll offer to come home a bit earlier or ask them to pick me up. If they are worried about me falling behind with my schoolwork, I'll reassure them that I will do all my homework before I go out and things like that. If you can reassure them, they will feel better about letting you do stuff.

A: I've tried that but, it didn't work.

B: Well, you could always ask them under what circumstances they would be willing to allow you to do certain things and then agree to their terms. If you compromise a bit, you will probably both get what you want.

A: My parents just won't listen.

B: Oh dear. Well, you definitely have to talk to them and try to remind them that they were young once, too. Perhaps they will realise that all teenagers rebel against conformity in some way and it's perfectly normal to want to go out and socialise and do all sorts of things at our age.

A: That's good advice, thanks.

B: No problem. Let me know how things go.

A: Yeah, I will.

Module 5**➤ Exercise 3 (p. 79)**

Andy: I did it! Four years of hard work have finally paid off. I never expected to get a university degree, so I'm really proud of myself. The ceremony was amazing – my family really enjoyed it, and took a lot of photographs of my friends and me. All the students were wearing caps and gowns, and when we all received our certificates we threw our caps into the air. Afterwards, my family and I went out for a meal to celebrate. They were really proud of me, too. We had a fantastic time celebrating. I'll never forget that day – it was a very special time for all of us.

➤ Exercise 4 (p. 90)

Radio presenter: Hello, Lesley, and welcome to the show. Can you tell our listeners what you do exactly?

Lesley: Yes, of course, Mike. I'm a youth worker and I visit schools to talk to groups of students about improving their body image. You see, as teenagers' bodies change, so can the way they see themselves. Because of this, many teens believe that they would be happier if they were thinner, taller or shorter, or if they had curly hair, a smaller nose, longer legs ... the list goes on!

Radio presenter: And it's really important to have a good body image, isn't it?

Lesley: Yes, it really is, because feeling good about yourself often affects the way you act. A person with a good self-image makes friends more easily, recognises their mistakes and learns from them, and generally enjoys their life more.

Radio presenter: Of course. Young people often compare themselves to others, don't they? Like to their friends and even to celebrities on TV.

Lesley: Yes, that's right. One of the first things I say to the teens I speak to is that they mustn't do this, because everyone is different. Instead, I tell them to think about what they can change about themselves and what they can't. You can't change your height or your shoe size, for example, so there's no point worrying about things like that. Then, if there are things you want to change about yourself, like wanting to lose some weight or become healthier, you should take small steps every day to reach your goals.

Radio presenter: Thanks, Lesley. Do you have any other advice to give before you go?

Lesley: Yes. Most people wish they could change something about themselves, but sometimes poor body image can become a very big problem and a teenager can become very depressed. If this happens, you must talk to a parent, a teacher or an adult you trust, or even call a teen helpline. Remember that adults were all teens once, and they probably know exactly how you feel!

Radio presenter: Thank you very much for coming on the show, Lesley.

Lesley: You're welcome. It was a pleasure to be here.

➤ Exercise 4a (p. 91)

Is it a good idea to go on an extreme diet?

These days, more and more people are trying extreme diets to lose weight quickly. Some people think these diets are great, but others think they are not good for you.

Without a doubt, there are some advantages to these diets. Firstly, you can see results really quickly and this can keep you motivated to lose more weight. Secondly, they encourage self-control, because you have to stay focused for the diet to work.

On the other hand, there are some disadvantages to these diets. To begin with, they can be difficult to follow, so you may give up easily and put weight back on quickly. Also, there are many restrictions. This means, you may not get enough nutrients to stay healthy.

All in all, there are both advantages and disadvantages to extreme diets. In my opinion, anyone who wants to lose weight should think about it very carefully and make sure they see a doctor before starting a diet.

➤ Exercise 2 (p. 95)

Narrator: Some people are just meant to be together. From the very first moment there is a connection and a bond that no one else can equal or understand. A computer link finally brought two love-lost people together. Let's listen to Meredith's story.

Meredith: I was born in Yiangmen, China. My birth mother was unable to take care of me and gave me up for adoption. I was adopted by a loving childless family from America. I was taken to my new home in Chicago, Illinois before I was a year old. I grew up among people who loved me. I had everything a child could dream of but there was something I really longed for. A sister. I remember I often told my parents that all I wanted was a sister.

Narrator: Here comes the best part of the story. This might sound unbelievable, but it is true. Six years ago Meredith's father, Jim Rittenhouse, was reading an online post in a Yahoo group from a family that had adopted a daughter around the same time that he and his wife had adopted their daughter called Meredith. Jim was really surprised because they called their daughter Meredith also. Along with the post there was a picture of young Meredith. When Mr Rittenhouse looked at the picture, he knew instantly he was looking at his own daughter's twin sister.

Meredith: After a short amount of time and a very simple blood test, the two families learnt that their daughters, Meredith and me, were in fact twins. The orphanage in China had not known we were twins because the babies had been brought to them on two separate occasions. But none of that matters now. It is really great that I have a sister, a twin sister actually, who lives next door. And our parents are great people. I guess we are an unusual family, but I feel lucky to have them as parents.

Narrator: Life can hold surprises for everyone. As for the two sisters, the girls, like two peas-in-a-pod, are together again, this time, forever.

➤ Exercise 4 (p. 95)

Andy: What do you think about studying abroad, Jane? I know it's expensive but my parents have asked me to think about it and let them know.

Jane: Well, these days, many people choose to study abroad. One good thing about it is that living in a foreign country means you will get to know a different culture. This will broaden your worldview and make you more tolerant and understanding of other cultures.

Andy: I suppose you're right. It will definitely improve my language skills. That's a good skill and may help me get a good job when I graduate.

Jane: Yes, but don't forget that you'll be far away from home. You may get really homesick and your studies may suffer.

Andy: That's a good point. Also, adjusting to a foreign culture may be much more difficult than I expect and I might not be able to concentrate on my studies.

Jane: Yep. I think it's a difficult decision that you need to think carefully about before you decide to do it. Only you know how well you will adjust to living in another country.

Andy: You're right. Thanks. You've been very helpful.

Jane: No problem. Good luck with whatever you decide.

Module 6

> Exercise 2 (p. 97)

- 1 **Sophie:** I was just standing at the till waiting to pay, when suddenly I saw a man standing at the side of me pick up a CD and put it inside his jacket. I couldn't believe it! I was just wondering what to do, when a security guard appeared and took the man away. I think he probably saw him on a security camera.
- 2 **Jack:** I was waiting to pay some money into my account, when suddenly two men wearing dark glasses and ski masks ran in and started shouting at everyone to get down on the floor. Of course, we all did what they said. They made the manager fill two big bags with money and then they ran out of the door. After that, the police came and we all had to give a statement about what happened. It's one of the most frightening things that has ever happened to me in my life!
- 3 **Steve:** You'll never guess what happened to me this evening! I was walking home when, suddenly, I saw a group of boys running away from a car outside a block of flats. After a couple of seconds, the car burst into flames! People started running out of the building and shouting and screaming. Anyway, I quickly called the police and fire brigade on my mobile phone. The police believe the boys I saw deliberately set the car on fire.

> Exercise 3 (p. 104)

Speaker 1

I was checking my emails when it happened. The screen switched off for a second and then came back on. The next thing I knew all my emails were deleting one by one by themselves. I tried to log out, but the computer wouldn't let me. I still haven't got my emails back. I'll have to take my computer to an expert.

Speaker 2

I love the band, I really do, but I just don't see how I can make a living through it. We put together a CD and sold it on our own website, but it didn't sell well. Then someone told me it was available on a music website they use. I checked and, sure enough, it was there, available for people to just put onto their MP3 players without paying. It seems like there's nothing we can do about it.

Speaker 3

A couple of years ago, I opened one that I thought was from my bank. They were asking for me to update my account details, so I did and sent the email back to them. Anyway, a few days later I got a call from my bank to ask me about a large amount of money that had been spent on my credit card. After I said I hadn't spent the money, we eventually realised that it was the details I filled in. Of course, I immediately cancelled my card. My inbox is still full of emails from people I've never heard of, but now I don't even open them.

Speaker 4

I couldn't believe it – a letter from the bank demanding payment for a debt I knew nothing about. They said I'd taken out a loan with them six months earlier – but I hadn't. They also said I'd taken out a credit card – of course I hadn't done that either! I contacted the police straight away. I don't know who's using my details, but one thing is for sure – it isn't me!

> Exercise 2 (p. 108)

Presenter: Tonight, we have Sam Platt talking about the Neighbourhood Watch scheme that he set up in Waldley. Now, I'm sure that many of you have heard of Neighbourhood Watch groups that work together to make communities safer. Sam, can you tell us how yours got started?

Sam: Sure. Well, crimes like burglaries, car break-ins and vandalism have been increasing in my neighbourhood recently. I have a four-year-old son and I want him to grow up in a safe environment, so I decided to speak to the local police about the problem. They said that they knew about the problem and were trying their best, but they said that it wasn't possible for them to patrol every neighbourhood all the time. They also suggested that I started a Neighbourhood Watch Scheme and I thought, "OK, why not?"

Presenter: Some people think Neighbourhood Watch Schemes are just full of nosey neighbours, but it's not really like that, is it?

Sam: No, not at all! We don't stand at the window with a pair of binoculars spying on each other! We just generally try to keep an eye on our neighbours' property, especially when they're away on holiday, and watch out for anyone who is behaving suspiciously. It's a fact that if criminals know they're being watched, they don't commit as many crimes.

Presenter: So how successful has your scheme been, Sam?

Sam: Well, burglaries have dropped by 50% in the area since we started and there has been a huge reduction in vandalism and graffiti, so I'd say it's been quite successful so far. We still want to do more, though. We've been campaigning for better street lighting, but the council haven't done anything yet.

Presenter: So how can people set up their own scheme?

Sam: Well, the first thing to do is to contact your local police station. They'll send someone to your neighbourhood to take a look around and decide what can be done. The next step is a meeting, usually held at someone's house in the neighbourhood. A policeman will give a talk at this meeting and answer any questions. Then leaflets are sent out with everyone's contact names and phone numbers on. There are also Neighbourhood Watch stickers for people's windows and street signs to warn criminals that they are being watched!

Presenter: So what's the future for your Neighbourhood Watch scheme?

Sam: Believe it or not, it's a barbecue! As a community, we've got to know each other better and many of us are good friends now. I'm having a barbecue in my garden this weekend and some of us even went on holiday together last summer. We've cut crime and brought people together, too. Crime prevention is not just a job for the police; it's something everyone has to get involved in.

Presenter: OK, thank you, Sam. That's a great place to finish. It's been really interesting having you on the show. Next week, we have ...

➤ Exercise 4a (p. 109)

Presenter: Tonight on the programme we'd like to hear callers' views on what the police and the council can do about the problem of vandalism and graffiti on the high street. Our first caller is Joe Sampson. Hello, Joe.

Caller (male): Hi. Well, I really agree that it's time for something to be done about this problem. The high street is an awful place to go these days. It looks horrible, shops are losing business and you don't feel safe there any more after dark. In my opinion, there needs to be more police on patrol in the area, especially at night. This would discourage the vandals and then people would feel safe enough to go there and shop again.

Presenter: That's a good idea, Joe. Any other ideas?

Caller (male): Erm ... yes, actually. I believe that we could involve the whole community in this. If the council just paint over the graffiti, it'll be back in a week. I would like community groups to get together and clean the graffiti off the walls and help to fix some of the damage from the vandals. This is a great way of bringing people together. Also, by doing this, everyone will realise that we all have a part to play in keeping our town looking nice and that it's not just the responsibility of the police or the council.

Presenter: Fantastic idea, Joe. Now on to our next caller, ...

➤ Exercise 2 (p. 113)

Speaker 1

I remember it was a Saturday night and I had been out to the cinema with my friend Julia and we decided to walk home so I didn't get back until about 1 am. As I walked up the path I could just feel that something was wrong and I started to feel afraid. Once I opened the door, I realised what had happened. I couldn't believe my eyes; my things were thrown here and there and the place was a mess. I was shocked and called the police right away but of course they never arrested anyone. They say it happens all the time.

Speaker 2

I actually didn't know that anything had happened until weeks after the crime. And to be totally honest, I feel really ashamed of myself for being so naive. But I can tell you that I learnt my lesson. It was a few months ago that I entered this competition and the prize was a

holiday in Tanzania. The following week I got a message saying that I won but I would just have to pay £100 for tax and visa and so on. I was delighted and sent the money. Of course I heard nothing from them and their email address didn't work anymore. Of course, I found out later that it was all a scam.

Speaker 3

I find it hard to believe how things have changed. There didn't use to be so many burglaries or muggings in the past. I remember when I was young I used to be able to go wherever I liked at anytime of the day or night and not have to worry about being mugged or anything. Now, I stay in most evenings or if I do go out I always have a friend pick me up from the house just to be on the safe side, you know. My dad is the same. He's 78 now you know and he bought an Alsatian dog to guard the house.

Speaker 4

There has never been so much crime in my part of town before. I'm not sure if anyone feels safe anymore. I saw two burglars coming out of a house carrying bags a few nights ago and the police chasing them. It's really out of control. And, do you know what I think? If we allow these criminals to get away with their crimes they'll do the same thing again, and if we just send them to prison for three or six months, they'll be back on the streets doing the same thing. No, we've got to be a lot tougher with these people and make them understand that they won't get a second chance.

Speaker 5

It's clear that crime is on the increase and we need to do something to stop it. I know several people who have been victims of crime over the past years. I'm not sure that catching criminals and sending them to prison is the best solution, though. We need to stop the crime before it happens and to do that we need to have more officers on the streets. I think if criminals see this, they will understand that there is more of a risk that they will go to prison and they will think twice before committing the crime.

➤ Exercise 3b (p. 113)

I have lived in this community all my life and it used to be a very friendly and family orientated area. There was a great park for the kids to play in and a youth club with a sports field where I used to play football. Over the last few years, however, the area has started to change, and not for the better. Instances of crime began to increase with more burglaries and thefts happening on a regular basis. Then, when the youth club closed down, vandalism and graffiti in public areas increased and people stopped using them, including the park. It's quite upsetting really to see a place where once there were happy children laughing and playing now broken and covered in spray paint and litter.

I think the decline in the area has been caused largely by people's lack of effort and time. The residents used to be

proud of where they lived and so took the time to care for their neighbourhood, but busy lives and a lack of concern have let this pride slip allowing the crime to take over. Also, with no productive outlet for youngsters, a number of them have taken to committing petty crimes such as shoplifting or vandalism and it doesn't take much for them to move on to bigger crimes like burglary. Furthermore, there seems to me to be less police patrolling the streets and a lack of street lighting that means some places get very dark at night and people are afraid to go to these areas.

To combat the problems in the neighbourhood, I believe that we need to restore a sense of community spirit. A neighbourhood watch scheme would bring people closer together and community clean up projects could also be organised to address the problems caused by graffiti and vandalism. Moreover, I think the youth club should be renovated and reopened, possibly by volunteers from the community, to give the youngsters a place to go in their free time. I believe that if the community cares enough about the youth of the area, then they in turn will care about the community. Finally, I suggest that it would be a good idea for the neighbourhood watch to liaise with the police in order to appoint street wardens. They would be able to patrol with the police and provide much needed assistance by being a presence on the street to put criminals off.

➤ **Exercise 6 (p. 113)**

A: What do you think we can do to make our city's neighbourhoods safer?

B: Well, to start with I think there should be more police patrolling the streets 24 hours a day. This way people will feel safer if they know the police are nearby and criminals will be put off from committing crimes if a police officer may be just around the corner to catch them.

A: That's a good idea. I think there should be more streetlights on the streets, in parks and at bus stops and so on so there are fewer dark places where thugs and criminals can hide in waiting at night for someone. And, if anyone does get attacked, witnesses can easily describe the criminal.

B: Good thinking! What about if the council put on more late night buses and trains so people can travel in safety at night, too?

A: Mmm. Yes, I think that's another good idea.

B: I think we should write a letter to the council making our suggestions and then hopefully something will be done and our city will become safer.

A: I agree.

Evaluations

Formative Evaluation Chart

Name of game/activity:

Aim of game/activity:

Module: Unit: Course:

Students' names:		Mark and comments
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Evaluation criteria: c (green) w (yellow) n (red)

Cumulative Evaluation

Student's Self-Assessment Forms

CODE

**** Excellent

*** Very Good

** OK

* Not Very Good

Student's Self-Assessment Form

Module 1

Go through Module 1 and find examples of the following. Use the code to evaluate yourself.

• talk about jobs & job qualities	
• talk about hobbies	
• compare jobs university students do in the USA & their country	
• have a job interview	
• talk about how to get a job	
• ask for personal details	
• talk about student jobs	
• talk about and decide on future careers	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write a short paragraph giving reasons why/why not do a specific job	
• write a short paragraph about my hobby	
• write a dialogue between a journalist & a famous person	
• write my own CV	
• write a letter of application for a job	
• write a short paragraph about my favourite sport	

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 cultural activities	
• describe travel experiences	
• talk about past events in progress	
• talk about search engines	
• talk about a famous singer	
• express opinions	
• talk about Chinese operas	
• talk about types of reading material	
• express positive/negative opinions	
• talk about the popularity of social networks	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write a short paragraph about a person's travel experience	
• write a paragraph describing the creation of a search engine	
• write a paragraph about a popular musician in my country	
• write a paragraph giving reasons why to attend an event	
• write a story	
• write a paragraph about the balalaika	

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 the weather	
• talk about extreme activities	
• talk about a US area of natural beauty	
• book accommodation	
• talk about climate change	
• talk about camping equipment	
• talk about outdoor leisure activities	
• describe pictures	
• talk about caves	
• talk about living in the Taiga	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write an informal email describing an experience	
• write sentences comparing & contrasting weird sports	
• write a web page about an area of natural beauty in my country	
• write sentences about global warming and problems it causes	
• summarise a text	
• write a semi-formal email asking for information	
• write a few sentences describing my experience in a cave	

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 healthy activities	
• talk about health problems gadgets cause	
• explain how to use gadgets wisely	
• talk about illnesses and natural remedies	
• talk about Australia's dangerous animals	
• describe a health problem to a doctor	
• talk about risky actions	
• talk about fears and phobias	
• describe problems young people have	
• make suggestions	
• talk about sleep & how important it is	
• talk about the banya	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write rules on how to use gadgets wisely	
• write suggestions on how to cure health problems using natural remedies	
• write sentences about dangerous animals in my country	
• write an interview with a famous person	
• write an essay making suggestions for solutions to a problem	
• write facts about sleep	
• write a paragraph about the banya or Greek and Roman Baths	

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 life events	
• describe pictures	
• talk about annoying or bad habits	
• talk about difficulties people living abroad face	
• make deductions	
• talk about social etiquette in the UK	
• complain and apologise	
• talk about life changes	
• talk about stages in life	
• make speculations	
• describe people's appearance & character	
• comment on changes in a person's appearance	
• talk about reflex actions	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write a post to a blog about an annoying situation I experienced	
• write sentences about the problems a student faced and how he has coped with them	
• write sentences giving reasons why I admire a person	
• write a paragraph comparing a typical wedding in my country to an Indian wedding	
• write a for-and-against essay	
• write sentences about reflex actions	
• write a summary about Midsummer Day	

CODE			
**** Excellent	*** Very Good	** OK	* Not Very Good

Student's Self-Assessment Form

Module 6

Go through Module 6 and find examples of the following. Use the code to evaluate yourself.

• talk about types of crime	
• talk about types of art	
• describe jobs related to fighting crime	
• talk about a famous English writer	
• give a witness statement	
• talk about the Internet & cybercrime	
• describe law cases	
• report someone's words	
• interview a person	
• talk about crime in a community	
• comment on a problem	
• talk about an International Art Festival	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write sentences describing my reaction to an event	
• write a biography about a famous writer from my country	
• summarise a text	
• report an interview	
• write a letter to the editor making suggestions	
• write sentences about whether graffiti is art or vandalism	

Progress Report Cards

Progress Report Card

..... (name) can:		Module 1	
	very well	OK	not very well
talk about jobs & jobs qualities			
talk about hobbies			
compare jobs university students do in the USA & their country			
have a job interview			
talk about how to get a job			
ask for personal details			
talk about student jobs			
talk about and decide on future careers			
write a short paragraph giving reasons why/why not do a specific job			
write a short paragraph about their hobby			
write a dialogue between a journalist & a famous person			
write their own CV			
write a letter of application for a job			
write a short paragraph about their favourite sport			

Progress Report Card

..... (name) can:		Module 2	
	very well	OK	not very well
talk about cultural activities			
describe travel experiences			
talk about past events in progress			
talk about search engines			
talk about a famous singer			
express opinions			
talk about Chinese operas			
talk about types of reading material			
express positive/negative opinions			
talk about the popularity of social networks			
write a short paragraph about a person's travel experience			
write a paragraph describing the creation of a search engine			
write a paragraph about a popular musician in their country			
write a paragraph giving reasons why to attend an event			
write a story			
write a paragraph about the balalaika			

Progress Report Card

..... (name) can:		Module 3		
	very well	OK	not very well	
talk about the weather				
talk about extreme activities				
talk about a US area of natural beauty				
book accommodation				
talk about climate change				
talk about camping equipment				
talk about outdoor leisure activities				
describe pictures				
talk about caves				
talk about living in the Taiga				
write an informal email describing an experience				
write sentences comparing & contrasting weird sports				
write a web page about an area of natural beauty in their country				
write sentences about global warming and problems it causes				
summarise a text				
write a semi-formal email asking for information				
write a few sentences describing their experience in a cave				

Progress Report Card

..... (name) can:		Module 4		
	very well	OK	not very well	
talk about healthy activities				
talk about health problems gadgets cause				
explain how to use gadgets wisely				
talk about illnesses and natural remedies				
talk about Australia's dangerous animals				
describe a health problem to a doctor				
talk about risky actions				
talk about fears and phobias				
describe problems young people have				
make suggestions				
talk about sleep & how important it is				
talk about the banya				
write rules on how to use gadgets wisely				
write suggestions on how to cure health problems using natural remedies				
write sentences about dangerous animals in their country				
write an interview with a famous person				
write an essay making suggestions for solutions to a problem				
write facts about sleep				
write a paragraph about the banya or Greek and Roman baths				

Progress Report Card

..... (name) can:	Module 5		
	very well	OK	not very well
talk about life events			
describe pictures			
talk about annoying or bad habits			
talk about difficulties people living abroad face			
make deductions			
talk about social etiquette in the UK			
complain and apologise			
talk about life changes			
talk about stages in life			
make speculations			
describe people's appearance & character			
comment on changes in a person's appearance			
talk about reflex actions			
write a post to a blog about an annoying situation they experienced			
write sentences about the problems a student faced and how he has coped with them			
write sentences giving reasons why they admire a person			
write a paragraph comparing a typical wedding in their country to an Indian wedding			
write a for-and-against essay			
write sentences about reflex actions			
write a summary about Midsummer Day			

Progress Report Card

..... (name) can:	Module 6		
	very well	OK	not very well
talk about types of crime			
talk about types of art			
describe jobs related to fighting crime			
talk about a famous English writer			
give a witness statement			
talk about the Internet & cybercrime			
describe law cases			
report someone's words			
interview a person			
talk about crime in a community			
comment on a problem			
talk about an International Art Festival			
write sentences describing their reaction to an event			
write a biography about a famous writer from their country			
summarise a text			
report an interview			
write a letter to the editor making suggestions			
write sentences about whether graffiti is art or vandalism			

Module 1
1a

- 1 a) 1 D 3 G 5 A 7 C
2 E 4 B 6 H 8 F
- b) 1 camp counsellor 5 storm chaser
2 police officer 6 secret shopper
3 delivery person 7 flight attendant
4 sales assistant 8 taxi driver
- 2 1 tough 4 part-time 7 busy
2 average 5 put out
3 deep 6 shifts
- 3 1 brave 4 caring 7 friendly
2 creative 5 patient 8 organised
3 honest 6 polite

4 (Suggested Answer)

Police officers have a very challenging job. They detect and prevent crime. They often work long hours. They spend a lot of their time patrolling the streets or dealing with crime. They need to stay calm and be able to deal with the public easily.

- 5 2 easily 4 slowly 6 suddenly
3 well 5 late

1b

- 1 a) 1 F 3 G 5 A 7 C
2 E 4 H 6 B 8 D
- b) 1 strange object 5 metal detecting
2 unusual hobby 6 science fiction
3 ghost hunting 7 tornado chasing
4 military plane 8 robot building
- 2 1 involves 3 spot 5 analyse
2 investigate 4 record
- 3 1 by 3 on 5 about
2 about 4 in
- 4 1 are you 5 use 9 think
2 am having 6 tells 10 Do you want
3 belong 7 are going 11 are meeting
4 go 8 lose
- 5 1 see 4 doesn't feel
2 Do you smell 5 am thinking
3 enjoys 6 tastes

1c, d

- 1 1 F 2 E 3 A 4 D 5 B 6 C
- 1 law firm 4 university campus
2 part-time job 5 average wage
3 spending money 6 customer service
- 2 1 earn 3 available 5 free
2 popular 4 spend 6 experience

- 3 1 wage 3 internship 5 touch
2 graduate 4 letter 6 experience

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

5 (Suggested Answer)

Frank: Hi. My name's Frank Lawrence.

Mrs Callum: Pleased to meet you, Frank. Take a seat and tell me something about yourself.

Frank: Well, I am fun and outgoing but also honest, patient and reliable, and I love animals. I have 3 dogs of my own so I have a lot of experience walking dogs.

Mrs Callum: That's great. Well, do you live close by because I am looking for a dog-walker who lives locally.

Frank: Yes, I live in the centre of town.

Mrs Callum: OK, I would need somebody every Saturday and Sunday mornings. Would you be available to work then?

Frank: Yes.

Mrs Callum: OK, when can you start?

Frank: I can start whenever you want.

Mrs Callum: OK, then. I think that's all. I'll be in touch.

1e

- 1 1 paragliding 3 motocross
2 rock climbing 4 white-water rafting
- 2 1 tank 5 record 9 goggles
2 silent 6 mermaid 10 distractions
3 surface 7 campaign
4 meditation 8 minute

- 3 1 takes 3 comes 5 world
2 shrink 4 making 6 holds

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

1f

- 1 1 D 3 A 5 C 7 F
2 G 4 B 6 E
- 1 computer skills 5 careers centre
2 firm handshake 6 body language
3 job vacancies 7 dream job
4 volunteer work

- 2 1 communicate 4 support 7 accept
2 maintain 5 apply 8 match
3 work 6 Lean

- 3 1 marks 2 wages 3 career 4 training

- 4 1 qualifications 4 enthusiastic
2 ability 5 interviewee
3 employee 6 definitely

- 5 1 the most hardworking 3 more, easier
2 more difficult 4 harder, harder

- 6 1 taking, buy 3 travelling, stop
2 going, to work

1g

- | | | |
|---|---------------------|--------------|
| 1 | 1 secret shopper | 5 babysitter |
| | 2 delivery person | 6 dog-walker |
| | 3 video game tester | 7 gardener |
| | 4 dishwasher | 8 lifeguard |

- 2 1 How old are you?
2 I'm single.
3 What qualifications do you have?
4 What kind of experience do you have?
5 I enjoy swimming and travelling abroad.

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

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

1h

- 1 1 I am writing to apply for the position
2 I am planning to
3 feel
4 a valuable experience
5 I consider myself to be
6 Please find enclosed
7 I am available
8 at your convenience
9 Yours faithfully

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

3 (Suggested Answers)

- 1 Swimming pool cleaner, The Daily Courier
2 I work as a cleaner in a gym. I want this job because I believe I am well suited to the job description.
3 I have experience as a cleaner and serving customers.
4 I am sociable and hardworking.
5 I am available for an interview at your convenience.

4 (Suggested Answer)

Dear Mr Stewart,
I am writing to apply for the position of swimming pool cleaner which you advertised in The Daily Courier on Wednesday 24th August.
I am 17 years old and I am a high school student. I feel that a summer job with your company would be a valuable experience for me.
Last summer I worked in a surf shop serving customers and dealing with the public. I consider myself to be hardworking and energetic. I am also very friendly.
Please find enclosed a copy of my CV and references.
I am available for an interview at your convenience.
Thank you for your time and I look forward to hearing from you.
Yours sincerely,
Bryan Woods

1i

- | | | | | |
|---|-----------------|-------------|-------------|----------|
| 1 | 1 suit | 2 solve | 3 practical | 4 social |
| 2 | 1 down-to-earth | 3 realistic | | |
| | 2 spontaneous | 4 creative | | |

- | | | | |
|---|------|----------|---------|
| 3 | 1 up | 3 around | 5 about |
| | 2 in | 4 out | 6 down |

- | | | | |
|---|----------------|-----------|-------------|
| 4 | 1 sculptor | 3 trainee | 5 assistant |
| | 2 receptionist | 4 actor | |

Notions & Functions

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

Language & Grammar Review

- | | | | | |
|-----|------|------|------|------|
| 1 B | 7 A | 13 B | 19 C | 25 A |
| 2 C | 8 B | 14 A | 20 B | 26 C |
| 3 A | 9 B | 15 B | 21 B | 27 C |
| 4 A | 10 B | 16 B | 22 A | 28 B |
| 5 B | 11 A | 17 C | 23 C | 29 B |
| 6 C | 12 A | 18 C | 24 A | 30 A |

Reading Task

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

Module 2
2a

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

- b) 1 made friends with the locals
2 go on a boat trip
3 got sea sick
4 stayed in a horrible hotel
5 got bitten by mosquitoes
6 got caught in bad weather

- | | | | |
|---|----------|-----------|---------|
| 2 | 1 shared | 3 biting | 5 reach |
| | 2 caught | 4 blowing | |

- | | | | |
|---|------|----------|--------|
| 3 | 1 to | 3 in | 5 into |
| | 2 by | 4 around | |

- | | | |
|---|----------------|-----------------|
| 4 | 1 was swimming | 4 was taking |
| | 2 were driving | 5 were sleeping |
| | 3 was eating | |

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

2b

- | | | |
|---|--------------|-----------------|
| 1 | 1 brainchild | 5 performance |
| | 2 popularity | 6 headquarters |
| | 3 commitment | 7 user-friendly |
| | 4 investors | |

- 2 1 supported 4 promote 7 realised
2 showing 5 received 8 insisted
3 launched 6 expand

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

- 4 1 established 8 went
2 met 9 became
3 were working 10 were uploading
4 were sharing 11 were watching
5 realised 12 were attracting
6 decided 13 sold
7 registered

2c,d

- 1 1 an opera 4 a play
2 a musical 5 a rock concert
3 a ballet 6 a classical music concert

- 2 1 starred 3 earned 5 recycled
2 modelling 4 promote 6 influential

- 3 1 by 2 of 3 in 4 for 5 of

- 4 1 I went to a play
2 It was fantastic
3 What did you do on Saturday
4 It was nothing special

5 (Suggested Answer)

Phil: Hi, Max. It's Phil. I tried calling you on Friday, but you were out.

Max: Hello, Phil. I was at a rock concert. I went to the Red Hot Chili Peppers.

Phil: Wow! What was it like? I have never seen them live.

Max: It was fantastic! The music was amazing. What did you do on Friday night?

Phil: I went out for dinner with my cousin Brad and his friend Lisa.

Max: Did you have a good time.

Phil: Yes, it was nice. Would you like to meet up later and play football in the park?

Max: Sure!

2e

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

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

- 3 1 curtain 4 stage 7 costume
2 scenery 5 actor
3 props 6 lighting

- 4 1 used to attract 4 used to get
2 didn't use to be 5 didn't use to
3 used to pay perform

2f

- 1 a) 1 C 2 E 3 D 4 B 5 A

- b) 1 ancient city walls 4 ghost story
2 cobbled streets 5 haunted city
3 medieval cathedrals

- 2 1 historic 5 walks 9 carrying
2 popular 6 haunted 10 noticed
3 founded 7 story
4 wandering 8 terrified

- 3 1 had seen 3 had already started
2 had they known 4 had been waiting

- 4 1 were driving 12 pointed
2 broke down 13 hadn't eaten
3 decided 14 felt
4 had been walking 15 turned
5 arrived 16 had disappeared
6 rushed 17 went
7 rang 18 heard
8 answered 19 ran
9 was wearing 20 found
10 was smiling 21 had lived
11 looked

2g

1 Across

- 1 FANTASY 8 ADVENTURE
3 CRIME THRILLER 9 NON-FICTION

Down

- 2 SCIENCE FICTION 6 ROMANCE
4 HORROR 7 BIOGRAPHY
5 CLASSIC

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

- 3 1 b 2 b 3 a 4 a 5 b

- 4 1 What are you reading, Nancy?
2 What's it about?
3 Is it good?
4 I really love it.

2h

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

- 2 1 1 2 4 3 3

- 3 1 quickly 4 roaring 7 relaxing
2 extremely 5 heavily 8 horrible
3 terrifying 6 chilly

4 (Suggested Answer)

It was a Sunday morning in June. My friend Jim and I were strolling through the centre of town. It was a warm, sunny day and we decided to visit the History Museum.

- 5 2 a 4 b 3 c 1 d

6 (Suggested Answer)

It was a Sunday morning in June. My friend Jim and I were strolling through the centre of town. It was a warm, sunny day and we decided to visit the History Museum.

Jim and I were walking around the museum. We stopped to admire the paintings. Suddenly, someone tapped Jim on the shoulder. When we turned round we saw an older man wearing old-fashioned clothes. He was pointing to a painting. He was the same man in the painting! When we turned round again he had disappeared.

Right then and there we started shaking. We were completely shocked. We had seen a ghost. We felt terrified. We'll never forget it.

2i

- | | | | |
|---|--|------------------------------|---------------|
| 1 | 1 personalise
2 create | 3 browse
4 share | 5 promote |
| 2 | 1 away
2 through | 3 through
4 along | 5 up
6 out |
| 3 | 1 employment
2 interaction
3 amusement | 4 renewal
5 disappearance | |

Notions & Functions

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

Language & Grammar Review

- | | | | | |
|-----|------|------|------|------|
| 1 A | 7 C | 13 B | 19 B | 25 C |
| 2 A | 8 C | 14 A | 20 C | 26 A |
| 3 C | 9 A | 15 B | 21 B | 27 B |
| 4 A | 10 C | 16 B | 22 A | 28 C |
| 5 A | 11 A | 17 A | 23 A | 29 B |
| 6 B | 12 B | 18 A | 24 A | 30 A |

Reading Task

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

Module 3
3a

- | | | | |
|---|---|--|---------------------------|
| 1 | 1 HURRICANE
2 BLIZZARD
3 FLOOD | 4 GALE
5 HAIL
6 HEATWAVE | 7 TORNADO
8 DRIZZLE |
| 2 | 1 spells
2 clouds
3 thick | 4 drizzle
5 heavy
6 severe | 7 rise
8 warm
9 dry |
| 3 | 1 rises
2 warned | 3 drop
4 threatened | 5 adapt |
| 4 | 1 will make
2 is going to
3 will rain | 4 sets off
5 will lend
6 am going, 'll think | |

3b

- | | | |
|---|--|--|
| 1 | 1 quad racing
2 volcano surfing | 3 river bugging
4 extreme ironing |
| 2 | a) 1 C
2 E | 3 F
4 D |
| | b) 1 protective clothing
2 world championship
3 short flippers | 4 icy track
5 metal spikes
6 smoking volcano |
| 3 | 1 craze
2 competitor
3 rapids | 4 axe
5 boards
6 slope |
| 4 | 1 will love (1)
2 won't go (1)
3 erode (0) | 4 produces (0)
5 will vanish (1)
6 will have (1) |

5 (Suggested Answers)

- 1 plants get watered
- 2 I will go shopping.
- 3 finish my homework early, I will come to the cinema with you
- 4 get my licence, I can't drive the car

3c, d

- | | | | |
|---|--|--------------------------------------|-------------------|
| 1 | 1 offer
2 breathtaking
3 rocky | 4 natural
5 shelter
6 wildlife | 7 footpath |
| 2 | 1 made
2 get | 3 home
4 passes | 5 harmless |
| 3 | 1 F | 2 T | 3 F 4 F 5 T |
| 4 | 1 How can I help you?
2 I'd like to book a room, please.
3 When for?
4 Double, please.
5 Yes, we have a room on the 2nd floor.
6 How much is it per night?
7 Yes, it does.
8 What name, please?
9 We look forward to seeing you. | | |

5 (Suggested Answer)

- A: Good morning — Meridian Hotel. How can I help you?
D: Yes, hello. I'd like to book a room, please.
R: Of course, sir. When for?
D: 8th August, for five nights.
R: Will that be a single or double room?
D: Single, please.
R: All right, let me check what we have available.
Yes, we have a room on the 3rd floor.
D: Great. How much is it?
R: It's £79 per night.
D: Does that include breakfast?
R: Yes, it does.
D: OK. Can I book it then, please?
R: Certainly. What name, please?
D: Peter Moss.

R: OK. Your booking reference number is 548421638. We look forward to seeing you.
D: Thank you. Goodbye.

3e

- 1 1 extinct 4 threat 7 patterns
2 melt 5 footprint 8 dissolve
3 greenhouse 6 exhausts
- 2 1 traps 4 fuels 7 extreme
2 danger 5 surround
3 heat 6 sheets
- 3 1 C 2 A 3 E 4 D 5 B

3f

A	R	W	E	M	U	P	A	I	N
S	U	N	S	C	R	E	E	N	L
B	C	A	U	O	Q	N	Z	S	I
A	K	E	N	M	N	K	P	E	G
R	S	R	O	P	E	N	V	C	H
K	A	F	M	A	P	I	A	T	T
O	C	T	Z	S	Y	F	N	W	E
L	K	T	X	S	T	E	N	T	R

- 2 1 overhead 4 strength 7 rescue
2 supplies 5 wilderness
3 signal 6 shelter
- 3 1 lost 4 sucked 7 surfaced
2 horror 5 crashed
3 crawled 6 spotted
- 4 1 had 4 would have won
2 would have taken 5 would build
3 had stayed 6 were

5 (Suggested Answers)

- We wish we had brought a knife./We regret not bringing a knife.
- Rick wishes he hadn't gone hiking in the wilderness and been bitten by mosquitoes./Rick regrets having gone hiking in the wilderness and being bitten by mosquitoes.
- She regrets not eating breakfast./She wishes she had eaten breakfast.
- Bob wishes he didn't have to study this weekend./Bob regrets having to study this weekend.
- William regrets leaving his lifejacket at home./William wishes he had brought his lifejacket.
- Alice regrets staying in the sun for too long./Alice wishes she hadn't got sunburnt.

3g

- 1 1 go 2 do 3 went 4 play 5 go
- 2 1 B 2 C 3 A 4 C 5 B 6 A

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

- 4 1 three people 6 warm
2 family 7 summer clothes
3 picnic 8 in front of them
4 in a park 9 a great time
5 green trees

3h

- 1 1 A cruise to Antarctica.
2 To ask questions about the advert/cruise.
3 semi-formal
4 Dear Tom, Best Wishes, Ann Simms
- 2 A 1 B 4 C 5 D 2 E 3
- 3 1 2 2 1 3 3 4 1

4 (Suggested Answers)

- Where exactly is the diving centre and where do you dive off the coast of Cornwall?
- Which water sports are available?
- Which days are you open?
- What type of accommodation is available?

5 (Suggested Answer)

Dear Jane,
I read your advert for the Against the Tide Diving Centre. I am thinking of trying diving. I would like to ask a few questions about it first.
Could you please tell me where the diving centre is exactly? Also, could you tell me where you dive off the coast of Cornwall? The advert mentions water sports. I would like to know which water sports are available and which days you are open. Lastly, what type of accommodation is available?
Thank you for your time. I look forward to hearing from you.
Best wishes,
Tracy Gold

3i

- 1 1 glacier 4 hole 7 hardens
2 dissolves 5 survive 8 crawled
3 form 6 drips
- 2 1 over 4 up 7 through
2 for 5 off
3 off 6 around
- 3 1 secretive 3 energetic 5 selfish
2 alphabetical 4 harmful 6 rainy

Notions & Functions

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

Language & Grammar Review

- | | | | | |
|-----|------|------|------|------|
| 1 A | 7 A | 13 A | 19 A | 25 A |
| 2 A | 8 A | 14 C | 20 C | 26 C |
| 3 A | 9 A | 15 C | 21 C | 27 C |
| 4 A | 10 C | 16 B | 22 A | 28 A |
| 5 B | 11 A | 17 C | 23 B | 29 C |
| 6 C | 12 C | 18 B | 24 B | 30 B |

Reading Task

- | | | |
|-----------|----------------------|---------|
| 1 to be | 4 are still standing | 7 visit |
| 2 meaning | 5 cooler | |
| 3 built | 6 enjoying | |

Module 4

4a

- 1 a) 1 D 3 E 5 A 7 C
2 F 4 G 6 H 8 B
- b) 1 eye strain 5 computer screen
2 frequent breaks 6 hearing loss
3 confined space 7 skin infection
4 thumb arthritis 8 blurred vision
- 2 1 exercise 3 practise 5 solve
2 make 4 achieve 6 manage
- 3 1 A: shouldn't 3 ought 6 must
B: have to 4 may 7 has to
2 mustn't 5 should
- 4 (Suggested Answers)
1 You shouldn't surf the Net for hours.
2 You mustn't use the telephone in the teacher's office.
3 You don't have to/needn't work overtime.
4 You must see a dermatologist for your skin rash.
5 You should clean your mobile phone often.

4b

illnesses/conditions	injuries/wounds
insomnia	minor cut
smelly feet	sunburn
itchy rash	
sore throat	
headache	
the flu	
watery eyes	
hay fever	
bad cough	

- 2 1 upset 4 indigestion 7 swallow
2 cure 5 remedy 8 sickness
3 soothe 6 immune 9 vessels

3 (Suggested Answers)

- 1 You can't go into this area. It's prohibited.
2 Warm milk and honey might help you sleep.
3 May I open the window?
4 You can't park here.
5 You might get an ear infection from your mobile phone.

- 6 She can't stop yawning.
7 I can't sleep. I've got insomnia.
8 I might have some honey in the cupboard.
9 You can't eat after taking this medicine.

- 4 1 was able to 6 couldn't/wasn't able to
2 could 7 had to
3 had to 8 didn't have to
4 didn't have to 9 couldn't/wasn't able to
5 had to 10 was able to

4c, d

- 1 1 backyard 4 self-defence 7 pain
2 nasty 5 attack 8 bites
3 deadly 6 venom 9 medical
- 2 1 painkillers 4 antibiotic 7 needle
2 poisonous 5 invisible
3 rare 6 infection
- 3 1 through 3 to 5 at 7 away
2 into 4 from 6 for
- 4 1 Please come in and take a seat.
2 Now, what seems to be the problem?
3 Let's take a look.
4 What should I do?
- 5 Put them in three times a day for five days.

5 (Suggested Answer)

- A: Good morning, Mr Peterson. Please come in and take a seat
B: OK, thank you.
A: Now, what seems to be the problem?
B: I fell and hurt my wrist this morning. Now it's swollen and painful.
A: Oh, dear. Let's take a look. Oh, yes, it is swollen.
B: What should I do?
A: Go to the hospital for an x-ray. It could be broken.
B: OK, thank you, doctor.
A: You're welcome. Goodbye.

4e

- 1 1 grabbed 3 raise 5 sighed
2 safety 4 hangs
- 2 1 C 2 A 3 D 4 B 5 B
- 3 1 Chilling Out 3 Finding it Easy
2 Making Dangerous Friends
- 4 1 K 2 W 3 W & K 4 W 5 D

4f

- 1 1 beats 5 feel 9 nightmare
2 shake 6 catch 10 rational
3 trigger 7 miss
4 sweat 8 sense
- 2 1 of 3 by 5 of
2 about 4 for 6 from

- 3 1 She had catoptrophobia, which is the fear of mirrors, as a child. (N)
 2 Frank, whose mum is a nurse, is afraid of needles. (N)
 3 This is the clinic where he goes for treatment for his phobia. (D)
 4 It was after that plane crash last month that he started to fear flying. (D)
 5 Rick, who lives on the 20th floor, is afraid of heights. (N)
 6 Paul is my friend whose dad treats people with phobias. (D)
 7 Do you know the reason why Tom didn't come to work? (D)

- 4 1 which 3 when 5 where
 2 who 4 when 6 which

- 5 1 Neither Helen nor David is afraid of enclosed spaces.
 2 Lucy wants to be either a pilot or a flight attendant.
 3 Both my mum and my granddad hate hospitals.

4g

- 1 1 friends, club 4 part-time
 2 stressed, plan 5 pressures, stand
 3 gossip, ignore 6 talk
- 2 1 three girls 4 gossiping 7 fallen out
 2 behind them 5 arms
 3 whispering 6 upset
- 3 1 b 2 b 3 b 4 a 5 b 6 a
- 4 1 T 2 F 3 F 4 F 5 T

4h

- 1 1 To tell people ways to stay safe in the streets.
 2 There is a lot of crime in the streets and the streets aren't as safe as they used to be.
 3 semi-formal

2 Suggestions

- 1 Always walk in busy well-lit areas, and walk fast and confidently.
 2 Keep valuables out of sight and your handbag closed.
 3 Think about how you plan to get home in advance. Try and get a lift from somebody.

Results/Consequences

- 1 You can avoid an attack before it happens. Attackers don't usually target confident looking people.
 2 By doing this you won't tempt thieves.
 3 This way you won't be out in the streets at all.

- 3 1 B 2-4 C 5 A

- 4 1 To begin with
 2 In addition, you should
 3 Then
 4 Moreover
 5 Lastly, another helpful suggestion is
 6 As a result
 7 To sum up

- 5 1 C 2 A 3 B

6 (Suggested Answer)

These days bullying in schools is very common. So, how can you protect yourself from bullies? Firstly, try to ignore them and avoid showing your feelings if they do or say something to hurt you. In this way you can stop a bully from picking on you. Bullies want a reaction, so acting like you don't care may stop their bad behaviour. Secondly, tell a teacher, a parent or someone else in authority what is happening. This way, they will be able to tell the bullies that their behaviour is unacceptable and hopefully the bullying will stop. Also, you might not be the only person they are bullying so by telling someone in authority you might stop the bully from hurting someone else. Finally, be brave and stand up for yourself by refusing to give in to bullies' demands. By doing this, you will show that you are not an easy target and the bully will try to find a weaker target. In conclusion, bullying is very common in schools these days, but there are ways to protect yourself. If you learn how to protect yourself from bullies, you will have a safe and enjoyable time at school.

4i

- 1 1 rate 4 temperature 7 function
 2 depression 5 resting
 3 immune 6 grumpy
- 2 1 off 3 out 5 up
 2 for 4 through 6 out
- 3 1 responsible 3 persistent 5 hesitant
 2 enjoyable 4 impressive

Notions & Functions

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

Language & Grammar Review

- 1 B 7 A 13 C 19 A 25 A
 2 B 8 A 14 C 20 A 26 A
 3 C 9 B 15 B 21 B 27 C
 4 B 10 A 16 C 22 A 28 B
 5 B 11 C 17 A 23 C 29 A
 6 A 12 B 18 B 24 C 30 A

Reading Task

- 1 C 2 B 3 F 4 A 5 E

Module 5

5a

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

- b) 1 graduate from university
2 move abroad
3 got a promotion
4 gossips about others
5 has bad table manners

- 2 1 lost my temper 4 felt really sorry for
2 laughed my head off 5 gets on my nerves
3 cheered me up

- 3 1 Have you spoken, called
2 has just invited, have never been
3 Has Sam ever done, borrowed
4 have lost, took

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

5b

- 1 1 social 5 challenging 9 rewarding
2 spicy 6 host
3 overwhelming 7 self-confident
4 struggle 8 patient

2 (Suggested Answers)

- 1 must/might be in a restaurant.
2 can't be in their kitchen.
3 may/might be celebrating something.
4 must like sushi.
5 must know how to use chopsticks.
6 must not/may have cooked these herself.

- 3 1 have just got married
2 has Brian been working
3 has been sneezing
4 have travelled
5 has been looking for
6 has not graduated
7 Have you been working

- 4 1 Has, taken 8 told
2 have been studying 9 called
3 left 10 Have you been
4 got looking for
5 had 11 borrowed
6 has stolen 12 came
7 saw

5c,d

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

- b) 1 keep a distance
2 throw your litter
3 return the gesture
4 make eye contact

- 5 damage your property
6 talk with your mouth full
7 show respect
8 extend your hand

- 2 1 b 2 a 3 a 4 b

- 3 1 I've just moved in next door.
2 Could I talk to you for a minute?
3 What can I do for you?
4 It's just that your kids have been playing on my lawn.
5 Oh, I'm really sorry about that.
6 I'll make sure it doesn't happen again.

4 (Suggested Answer)

Pamela: Good morning. My name's Pamela Johansson. I've just moved in next door.

Tom: Pleased to meet you, Pamela. I'm Tom Simpson. Welcome to the neighbourhood.

Pamela: Thank you, Tom. Could I talk to you for a minute?

Tom: Of course. What can I do for you?

Pamela: Well, I'm afraid I have a complaint. It's just that your dog barks all day and night and I can't get to sleep.

Tom: Oh, I'm so sorry about that. I didn't realise he was bothering you.

Pamela: It's OK. It's just a dog, but I am studying for exams at the moment and need some peace and quiet.

Tom: I see. I'll make sure it doesn't happen again.

Pamela: Thanks I'd really appreciate that.

Tom: You're welcome. And sorry again.

Pamela: It's alright. Have a good day.

5e

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

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

- 3 1 profits 3 reach 5 award-winning
2 social 4 homeless 6 determination

5f

- 1 1 fairytale 4 celebrations 7 ceremony
2 marching 5 prosperity
3 garland 6 traditional

- 2 1 leapt 4 bustle 7 entrance
2 steaming 5 lasted 8 experienced
3 greeted 6 awkward

- 3 1 to be enjoying 5 to have met
2 having watched 6 to eat
3 to dance 7 to be having
4 to be wearing 8 having danced

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

5g

- 1 1 long, oval 5 pierced, short,
2 freckles, wavy wrinkles
3 glasses, moustache 6 sixties, glasses, grey
4 dark, bald

- 2 1 cheerful 5 outgoing 9 shy
2 patient 6 rude 10 popular
3 generous 7 lazy
4 honest 8 selfish

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

5h
1 Arguments For

- It offers you a chance to study something you are interested in.
- Sometimes it's the only way to get the qualifications for the job you really want.
- Students learn many life skills.

Examples/Justifications

- You can't be a doctor without a degree.
- Students learn to cook for themselves, manage their own money and get along with other people.

Arguments Against

- It's expensive.
- University life doesn't suit everyone.

Examples/Justifications

- Most graduates leave university owing a lot of money.
- For some people it is better to do on-the-job training or a practical course.

- 2 • On the one hand, there are many advantages to going to university.
• However, there are also disadvantages.
• To my mind, it is a valuable experience that provides a lot more than just a qualification, but it is not suitable for everyone.

- 3 1 To begin with 5 Without a doubt
2 In the first place 6 Also
3 Secondly 7 All in all
4 On the other hand 8 In my opinion

- 4 1 B 2 D 3 A 4 C

5 (Suggested Answer)

These days, many people believe that young people should spend time studying abroad as this will help them understand better different cultures. But is this true and are there disadvantages to studying abroad? On the one hand, there are advantages to studying abroad. Firstly, you get to experience a different culture. This will teach you to understand different opinions and ways of thinking. In addition, you develop your foreign language skills. This will help you communicate with more people. On the other hand, there are some disadvantages to studying abroad. To start with, you can experience culture shock. You may struggle with the language, different weather and food. Moreover, you might miss

friends and relatives back home. It may be difficult at first to make friends and you may feel lonely. All in all, there are both advantages and disadvantages to studying abroad. In my opinion, it is a valuable experience that opens your eyes to many new cultures, but it's not for everyone.

5i

- 1 1 blush 3 snore 5 cough
2 hiccup 4 sneeze 6 yawn

- 2 1 off 3 down 5 off
2 up 4 after 6 up

- 3 1 impatient 3 illegal 5 irregular
2 disagreed 4 inactive 6 unkind

Notions & Functions

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

Language & Grammar Review

- | | | | | |
|-----|------|------|------|------|
| 1 C | 7 B | 13 B | 19 A | 25 B |
| 2 C | 8 C | 14 C | 20 A | 26 C |
| 3 C | 9 A | 15 C | 21 B | 27 A |
| 4 A | 10 A | 16 A | 22 B | 28 A |
| 5 B | 11 A | 17 A | 23 B | 29 C |
| 6 B | 12 C | 18 C | 24 A | 30 C |

Reading Task

- 1 B 2 C 3 B 4 D 5 D

Module 6
6a

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

- 2 1 rundown 4 crumbling 7 Public
2 brighten up 5 fair 8 transform
3 offensive 6 phenomenon

- 3 1 was planted 4 are loved
2 are being exhibited 5 will be completed
3 was awarded 6 were arrested

- 4 1 are being transformed 5 was created
2 are being transported 6 were amazed
3 are drawn 7 is inspired
4 are painted 8 will be covered

6b

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

- b) 1 store detective 3 armed robbery
2 physical evidence 4 crime scene

- 2 1 in 3 in 5 from
2 with 4 in

- 3 1 played 3 present 5 identify
2 analyse 4 solved

- 4 1 Reporters were not allowed to enter the crime scene.
2 He was made to give a DNA sample.
3 She is not allowed to see the evidence.
4 It is believed that the crime will be solved by the detectives.
5 It is thought that the wrong man has been arrested by the police.

- 5 1 to 3 - 5 -
2 to 4 to

- 6 1 ourselves 3 myself 5 themselves
2 himself 4 herself

6c,d

- 1 a) 1 C 3 E 5 A
2 D 4 B

- b) 1 seaside town 4 retired police officer
2 shy child 5 detective novels
3 crime writer

- 2 1 awarded 3 hired/provide 5 attend
2 lack 4 expressing

- 3 1 to 3 to 5 In
2 up 4 away

- 4 1 Where and when did you witness the incident, Ms Wheeler?
2 What happened next?
3 Can you describe the man?
4 No, I don't think so.
5 Yes, it's 111 Beach Road.

5 (Suggested Answer)

A: What did you see exactly?

B: Well, I saw a masked man enter through the front entrance. He shouted that he was armed and that we should not move.

A: What happened next?

B: He went over to the bank teller and pointed a gun at her and told her to hand over the cash.

A: Could you describe the robber?

B: Yes, he was short and slim and was wearing athletic clothes.

A: Can I have your name, address and phone number, please?

B: Yes, of course. It's Gerry Franklin. 12 Leaf Street. My telephone number is 525 469 8732.

A: Thank you very much.

6e

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

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

- b) 1 speed limit 4 cause damage
2 global scale 5 online accounts
3 traffic jam 6 public property

- 3 1 weak 3 hired 5 confidential
2 private 4 gained

- 4 1 infected 4 commit 7 disrupt
2 crash 5 robbed
3 steal 6 caused

- 5 1 to 2 on 3 to 4 of 5 of

6f

- 1 1 sent/reached/ 4 patrol 8 attend
found 5 squawked 9 traced
2 made 6 sentenced
3 scratched 7 attempted

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

- b) 1 quick getaway 3 research institute
2 census form 4 back door

- 3 1 The reporter said that the police had caught the burglar that day.
2 Mr Thompson said that he locked his doors every night.
3 Her lawyer said that Mary would be a witness in court.
4 The policeman told the man to put his hands behind his back.
5 Kelly asked if the police had arrested anyone yet.
6 The policeman told the man not to move.

- 4 1 The policeman asked me where I had been at the time of the robbery.
2 The policeman told the man to stand against the wall.
3 Kelly asked us if we had phoned the fire department.
4 The lawyer told us to go and see the judge immediately.

- 5 1 The detective explained that they had new evidence that proved who had done it.
2 She accused me of having stolen her bracelet.
3 She promised us that she would call David as soon as she got home.
4 He denied being at the bank that day.

6g

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

- b) 1 high crime rate
2 speed bumps
3 public transport
4 piles of rubbish
5 traffic congestion
6 waste ground

- 2 1 F 2 T 3 F 4 F 5 T
- 3 1 application 3 alike 5 disapprove
2 prevention 4 thrilled
- 4 1 a 2 b 3 a 4 b

6h

- 1 A 4 B 1 C 3 D 2
- 2 1 In summary 5 In addition
2 Consequently 6 In my opinion
3 This way 7 I strongly agree with
4 First of all
- 3 • I am totally in favour of tackling the traffic congestion problem in our town with practical solutions.
• I strongly agree with doing something to improve this situation.
• In my opinion, there are a number of solutions to the problem.

4 (Suggested Answers)

- 1 To put forward a number of solutions about the increase in crime in residential neighbourhoods.
2 Dear Sir/Madam – Yours faithfully,
3 More police on the streets / Neighbourhood Watch Schemes
4 **idea 1** – would deter criminals from committing crimes as they would be more likely to get caught
idea 2 – significantly reduce crime rates because the community comes together and people watch out for each other

5 (Suggested Answers)

- 2 In my opinion, more people need to install burglar alarms.
3 I think that more police should patrol our neighbourhoods.
4 I hope that my comments will be taken into consideration.

6 (Suggested Answer)

Dear Sir/Madam,
I am writing to you in response to your article about the increase in crime in residential neighbourhoods. I believe there are a number of solutions to this problem.
First of all, I believe that having more police on the streets would be a good idea. Consequently, the criminals will be more reluctant to commit crimes as they would be more likely to get caught.
In addition, introducing Neighbourhood Watch Schemes in the area can significantly reduce crime rates. This is because the community comes together and people watch out for each other.

In summary, it is important for the community that the increase in crime in residential areas is taken seriously. I hope that my suggestions will be taken into consideration.
Yours faithfully,
Tina Cameron

6i

- 1 1 taken 3 installed 5 keep
2 prevent 4 runs
- 2 1 Antisocial 3 voluntary
2 citizens' 4 local
- 3 1 out for 3 in
2 in 4 on
- 4 1 peaceful 3 Participants 5 safety
2 vandalism 4 neighbourhood

Notions & Functions

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

Language & Grammar Review

- 1 B 7 A 13 C 19 C 25 A
2 C 8 A 14 B 20 B 26 C
3 A 9 C 15 B 21 A 27 C
4 A 10 C 16 C 22 B 28 B
5 C 11 A 17 C 23 A 29 A
6 B 12 C 18 B 24 C 30 C

Reading Task

- 1 D 2 F 3 A 4 B 5 C

Grammar Bank 1

- 1 -ly creatively, patiently, bravely
consonant +y → -ily lazily, angrily, clumsily
-le → -ly terribly, reliably
-ic → -ally terrifically, magically, realistically
No change fast, late
- 2 **How (manner)** bravely, gently, quickly, slowly, well
Where (place) here, away, far
When (time) soon, now, lately
How often (frequency) often, sometimes, usually
- 3 1 are you doing, am going
2 Does James like, loves
3 are you carrying, am going
4 Do you have, live
5 does Helen do, works
- 4 1 trains, is training
2 hang out, am visiting
3 goes, is learning
4 looks after, is preparing
5 go, are studying
6 travels, is flying

- 5 1 a is tasting (is trying)
b tastes (it is/has the flavour of)
2 a appears (seems to)
b is appearing (is performing)
3 a am having (eating)
b have (own/possess)
4 a is thinking (is considering)
b thinks (believes)
5 a see (they are visible)
b are seeing (meeting)

6 (Suggested Answers)

- 1 Do you like, Yes, I like going white-water rafting and paragliding.
2 Are you building, No, I am fixing my bike.
3 Does your dad drive, Yes, he does.
4 Are you doing, Yes, I am playing basketball this weekend.
5 Does your brother often go, Yes, he goes every summer.
6 Do you prefer, No, I prefer working in groups.
7 Does your mum drive, Yes, she does.
8 Is your friend painting, Yes, she is painting a picture of horses.

- 7 a) more exciting – the most exciting
more difficult – the most difficult
deeper – the deepest
better – the best
younger – the youngest
smarter – the smartest
more careful – the most careful

- b) 2 the most exciting 6 the most difficult
3 the smartest 7 younger
4 more careful 8 the best
5 deeper

- 8 1 more dangerous 5 the hardest
2 the most polite/ 6 less/more stressful
the politest 7 more interesting
3 less 8 better
4 more expensive

- 9 1 taller, B 4 hotter, A
2 the oldest, B 5 heavier, A
3 the most, B 6 the longest, A

- 10 1 C 2 B 3 C 4 B 5 A 6 C

- 11 1 B 2 B 3 C 4 A 5 B 6 A

- 12 1 playing 3 to buy 5 trying, buy
2 give 4 try, to go

- 13 1 reading 4 post 7 to leave 10 go
2 To be 5 Working 8 moving
3 laugh 6 to try 9 to visit

- 14 1 a worrying (finish doing something)
b to rest (stop something temporarily in order to do something else)

- 2 a to inform (am sorry to)
b spending (feels sorry about)
3 a to bring (don't forget)
b trying (recall)
4 a walking (do something as an experiment)
b to stay (attempt, do your best)
5 a to hurt (intend to)
b training (involves)

- 15 1 B 2 C 3 C 4 A 5 B

16 (Suggested Answers)

- 1 to travel the world.
2 competing in surfing competitions.
3 try any sport I want.
4 reading your reply.
5 to do better than last year.
6 to go white-water rafting today.

- 17 1 to have 4 playing 7 listen
2 to win 5 to quit
3 spending 6 focus

Grammar Bank 2

- 1 What was Michael doing at 10:00 yesterday?
He was seeing the sights.

What was Michael doing at 12:45 yesterday?
He was visiting an art gallery.

What was Michael doing at 14:15 yesterday?
He was having lunch.

What was Michael doing at 16:30 yesterday?
He was walking around the shops.

What was Michael doing at 20:00 yesterday?
He was watching a play.

- 2 2 Were Tom and his grandfather swimming at 4 o'clock yesterday?
No, they weren't. They were fishing in the lake.
3 Was Pam driving to work at 8:00 yesterday?
No, she wasn't. She was going camping.
4 Was Louise singing at 9 o'clock yesterday morning?
No, she wasn't. She was playing the guitar.
5 Was Tracy visiting a museum at 4:00 yesterday afternoon?
No, she wasn't. She was visiting a castle.

- 3 1 were walking, heard
2 joined, made
3 were watching
4 was dancing, fell
5 were studying, designed
6 was warming, was waiting

- 4 1 did you arrive, woke, missed
2 was canoeing, hit, Did she hurt
3 was calling, didn't pick up, wasn't

- 5 1 was raining 11 saw
2 were 12 screamed
3 didn't know 13 ran
4 suggested 14 were running
5 climbed 15 looked
6 opened 16 spotted
7 entered 17 was laughing
8 were looking 18 pointing
9 heard 19 was
10 turned

6 (Suggested answers)

- 1 I saw a mountain goat
2 I witnessed a traffic accident
3 my dog started barking
4 my sister was talking on the phone
5 went out to eat with my friends
- 7 2 She didn't use to play tennis a lot.
3 She used to be a model.
4 She used to play in the Harry Potter films.
5 She didn't use to sing and dance on the stage.
6 She used to be the youngest person on the cover.
7 She didn't use to recycle plastic bottles.
8 She used to support sustainable fashion.
- 8 1 didn't make, had been looking
2 happened, broke, cut
3 seemed, had been writing
4 was, had just got
5 had you been waiting, had already closed
- 9 1 had lost 5 hadn't booked
2 had been waiting 6 had been travelling
3 had seen 7 had given
4 had already left 8 had been working out
- 10 1 happened 8 came
2 had invited 9 asked
3 booked 10 had been talking
4 arrived 11 started
5 wasn't waiting 12 was getting
6 had been waiting 13 explained
7 asked

Grammar Bank 3

- 1 1 will start (prediction based on what we believe or think)
2 are going (future plans/intentions)
3 are going to hurt (prediction based on what we see or know)
4 is going to participate (already decided to)
I'll go (on-the-spot decision)
5 arrives (timetables)
- 2 1 are you doing
2 am going
3 'll come
4 'll call
5 Are we going to take/Are we taking
6 will need
7 are going to get

- 8 does it leave
9 leaves
10 won't be

- 3 1 C 2 A 3 B 4 A 5 A

4 (Suggested answers)

Next week, I will study harder.
I won't ride a ski-doo next week.
I'm going to visit my brother next week.
I'm going to take pictures of the parade next week.
I'm attending a rock concert tonight; I bought the ticket last week.
I'm going to a cooking class tonight; it starts at 8 o'clock.

- 5 1 as soon as, arrive 4 before, picked
2 while, was studying 5 as long as, wears
3 till, collect 6 will email, the moment
- 6 1 like 5 had had
2 will see 6 would do
3 had 7 put
4 hadn't been 8 would have been
- 7 1 had checked 6 had listened
2 wouldn't have known 7 had
3 will hurt 8 get
4 would put 9 feels
5 would hire 10 don't build
- 8 1 were, would go
2 take
3 Will you take, visit
4 wears, will go
5 would never have crashed, hadn't decided
- 9 1 had stopped 4 had brought, hadn't had
2 had saved 5 didn't do
3 had brought
- 10 2 I hadn't moved to Alaska.
I hadn't moved to Alaska, I wouldn't have lost touch with most of my friends.

- 3 I had taken a map.
I had taken a map, I wouldn't have got lost in the forest.
- 4 I hadn't been sick last week.
I hadn't been sick last week, I would/could have gone volcano surfing with my friends.

Grammar Bank 4

- 1 1 should, c 4 had to, a
2 May, e 5 might, f
3 wasn't able to, d 6 couldn't, b
- 2 1 e 3 b 5 d 7 c 9 j
2 f 4 a 6 i 8 g 10 h

- 3 1 don't have to fill out the form.
2 should/ought to take a break from working on the computer.
3 must finish that report for me by 5 o'clock.
4 mustn't use their mobiles in the hospital.
5 Can I leave early today?
6 wasn't able to come to the party because she was ill.
7 Shall I get you something to eat?
8 can't use the lift because she is claustrophobic.
9 should/ought to rest my eyes.
- 4 1 Would 4 couldn't
2 should/ought to 5 shouldn't
3 might 6 didn't have to
- 5 1 where 4 who 7 who/that
2 which/that 5 why 8 which/that
3 when 6 whose
- 6 1 My parents still live in my hometown, which is not far from here.
2 The vase which/that they bought in Spain got damaged on the plane.
3 Damian, who is an athlete, broke his foot last week.
4 The family which/that I'm staying with is Italian.
5 The reason why they cancelled their order is unclear.
- 7 1 Johnny Depp is an actor whose films are very popular.
2 JK Rowling is the writer who/that wrote the Harry Potter books.
3 A microwave is an appliance which/that heats food very quickly.
4 A mechanic is a person who/that repairs cars in a garage.
5 A thistle is a flower which/that is the national symbol of Scotland.
6 A library is a place where people can borrow books.
- 8 1 which/that – ND (put commas)
2 who – D (no commas)
3 where – D (no commas)
4 when – D (no commas)
5 who/that – D (no commas)
6 why D (no commas)
7 whose – ND (put commas)
8 where – ND (put commas)
9 which – ND (put commas)
10 when – D (no commas)
- 9 1 Neither Frank nor Claire likes enclosed spaces.
2 Both Sara and Bill are starting university this year.
3 Both Grant and Gordon are in the orchestra.
4 Either Janet or Amy will do the shopping.
5 Both Doug and Tom are big football fans.
6 Both Jane and Claire forgot my birthday.
7 Either Angela or Alan will help us put the tent up.
8 Both Brendan and Matt passed their exams.
9 Neither I nor my mum has ever been abroad.

Grammar Bank 5

- 1 1 Have you been, have lost
2 haven't seen, have just bought
3 have moved, have you visited
4 Have you heard, has finished
5 have forgotten, have brought
6 haven't been, have visited
- 2 1 have been trying, have only just returned
2 has been practising
3 have been reading, has been living
4 has been working, hasn't played
- 3 1 since 4 for 7 yet
2 never 5 already 8 already
3 ever 6 yet
- 4 1 have just got back 6 arrived
2 walked 7 has improved
3 was 8 saw
4 have been 9 Have you seen
5 have taken
- 5 (Suggested answers)
• This week, I've had problems getting up on time in the morning.
This week, I have been late for school twice.
• In my area, a new park has opened this month. In my area, the old shopping centre has closed down.
• I have been having ballet lessons every Saturday afternoon for the past few months.
I have been making dinner for the whole family every Sunday for the past two months.
- 6 1 can't be at work.
2 must be at school.
3 may be discussing a maths problem.
4 must be tired.
5 must be a scientist.
6 can't be on holiday.
7 may be doing medical research.
8 must be very professional.
- 7 2 can't be 4 must feel
3 must have 5 can't know
- 8 1 to apply, to go 7 to have met, tell
2 to be working, have 8 to give, have been
3 sleep, worrying 9 meeting
4 to find 10 to have been
5 criticise, learn waiting, to stay,
6 collect, be, to do to go
- 9 1 to be 4 to be going
2 to have finished 5 to have made
3 to have been enjoying
- 10 1 must have sent you an email.
2 can't have left the door unlocked.
3 must have paid the bill.
4 can't be staying with Paul. He's away.
5 can't have forgotten their wedding anniversary.
6 must be waiting for us at the reception.

- 7 must have gone to India for her gap year.
 8 must have enjoyed living with his host family in Mexico.
 9 must have had cosmetic surgery.
 10 must grow their own food.
 11 can't have won a scholarship.

Grammar Bank 6

- 1 1 Have the bank robbers been caught
 2 had already been sold
 3 aren't allowed
 4 was assassinated
 5 should be banned
 6 was *Four Dancers* painted
 7 was hurt
 8 Will the security alarm be installed
- 2 1 by 3 with 5 with
 2 by 4 by 6 with
- 3 2 The thieves are being followed by a detective at the moment.
 3 An exhibit of 'Lego repair work' can be seen in New York.
 4 Has the burglar been caught yet?
 5 The thief was seen leaving the building (by witnesses).
 6 Your password should be changed every month.
 7 The vandal has been sentenced to six months in prison.
 8 Who was the evidence stolen by?
- 4 A Measures against car theft will be taken by the police.
 B A man has been charged with 20 bank robberies.
 C First prize in a Modern Art Competition has been won by an unknown local artist.
 D All graffiti will be removed from public places by the local council.
- 5 1 to
 2 to
 3 -
 4 to
 5 to
 6 -
 7 to
 8 to
 9 to
 10 to
- 6 1 to live in our old house
 2 to find her car
 3 to visit him in spring
 4 go to the football match today
 5 to help my mother with cooking
 6 to look for it
- 7 1 himself 3 themselves 5 myself
 2 - 4 yourself 6 ourselves

- 8 1 B 4 B 7 C 10 A 13 B
 2 A 5 A 8 C 11 C 14 C
 3 B 6 B 9 C 12 C

- 9 1 said, told 3 told, said 5 tell
 2 said, tells 4 tell, tell, tell

- 10 1 (that) he didn't use the same online password for everything.
 2 us to watch out for pickpockets on the underground.
 3 the reporter (that) freedom of speech was a basic human right.
 4 (that) the case would be heard in court the next day.
 5 the police officer (that) a pickpocket had stolen his wallet.
 6 her husband (that) she would drive slowly.
- 11 1 if the job was anything like what we saw on TV.
 2 what a typical day was like for him.
 3 if he could tell her something about the scientific methods he used.
 4 what kind of equipment was used.
 5 what the best parts of his job were.
 6 if there were any parts of his job he didn't like.
- 12 1 The guide asked the visitors not to touch the exhibits.
 2 The station master ordered the children to keep away from the edge of the platform.
 3 Olivia wanted to know when the film started.
 4 John suggested (that) they have/having a barbecue that night.
 5 The man asked the reporter if he knew what had happened in court.
- 13 1 promised 3 commanded 5 suggested
 2 refused 4 apologised
- 14 2 c 3 d 4 f 5 a 6 b
 2 The coach encouraged Fran to run faster.
 3 Kate reminded Tom that he had a dentist appointment that evening.
 4 Dad wanted me to clean my room.
 5 Hans accused her of eating all the cakes.
 6 Julia boasted (that) she could swim better than all of us.
- 15 2 Ray to eat more fruit
 3 me to go for dinner that evening
 4 to have climbed Mount Everest/that he had climbed Mount Everest
 5 Kevin (that) he could go in then
 6 me not to tell the teacher
- 16 (Suggested Answers)
 2 explained (that) we boil the potatoes before adding them to the soup
 3 informed the driver (that) they mustn't park there
 4 denied using/having used/(that) he had used Jan's laptop without asking

- 5 accused me of never listening to anything he said
6 instructed Dean to take two tablets and call him in the morning

Key Word Transformations

- | | |
|--------------------------------|--------------------------------|
| 1 plays basketball (very) well | 15 wondered where he (had) put |
| 2 will be marked by | 16 is the funniest film |
| 3 help yourself | 17 if I had invited |
| 4 whether I was travelling | 18 if you do not leave |
| 5 is said to guard | 19 is having her nails painted |
| 6 let her go | 20 wish I had taken |
| 7 going to the cinema | 21 agreed that the exam had |
| 8 is older than Greg | 22 will not win unless |
| 9 moved to Toronto | 23 has got as many |
| 10 last time we went out | 24 don't have to |
| 11 used to play | 25 have her dress made by |
| 12 asked Nancy if he would | 26 I were you |
| 13 used to go to work | 27 is the city where |
| 14 until we had finished | 28 told me he couldn't |

Word Formation

- | | |
|----------------|----------------------|
| 1 beautiful | 26 immediately |
| 2 dangerous | 27 loudly |
| 3 friendly | 28 spicy |
| 4 popularity | 29 behaviour |
| 5 confusing | 30 scholarship |
| 6 eruption | 31 relation/relative |
| 7 performance | 32 traditional |
| 8 attraction | 33 dissatisfied |
| 9 helpful | 34 regularly |
| 10 alive | 35 impolite |
| 11 poisonous | 36 inaccurate |
| 12 salty | 37 reaction |
| 13 expensive | 38 recently |
| 14 careless | 39 suspicious |
| 15 relief | 40 analysis |
| 16 unhappy | 41 highly |
| 17 slippery | 42 proud |
| 18 Heights | 43 neighbourhood |
| 19 accessible | 44 freedom |
| 20 sensitive | 45 employees |
| 21 comfortable | 46 solution |
| 22 argument | 47 receptionist |
| 23 weight | 48 enthusiastic |
| 24 promotion | 49 dangerous |
| 25 appointment | 50 conservation |

Further Practice

Listening

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

Reading

- | | | | | |
|--------------------------|-----------------------------|-------------|-----|-----|
| 1 1 D | 2 B | 3 C | 4 C | 5 C |
| 2 1 B | 2 E | 3 F | 4 A | 5 D |
| 3 1 coloured
2 easily | 3 thrilled
4 creation(s) | 5 donations | | |

Revision Modules 1-6

Module 1

- | | | | | |
|---|---------------|-------------|-----|------|
| A 1 C | 3 D | 5 C | 7 A | 9 A |
| 2 A | 4 B | 6 B | 8 B | 10 B |
| B 1 breath | 3 put | 5 wages | | |
| 2 campus | 4 shifts | | | |
| C 1 A | 3 C | 5 C | 7 B | 9 A |
| 2 A | 4 C | 6 A | 8 B | 10 B |
| D 1 Are you going | 3 is studying | 5 is saving | | |
| 2 do you work | 4 hunts | | | |
| E 1 G | 3 E | 5 C | 7 B | |
| 2 H | 4 A | 6 I | 8 D | |
| F 1 D | 2 D | 3 B | 4 A | 5 C |
| G 1 Please have a seat. | | | | |
| 2 Tell me a little about yourself. | | | | |
| 3 Why do you think you'll be a good waiter? | | | | |
| 4 Here's a letter of recommendation. | | | | |
| 5 I can start immediately. | | | | |
| H 1 F | 2 F | 3 T | 4 T | 5 T |

I (Suggested Answer)

Dear Sir/Madam,
I am writing to apply for the part-time waiting position as advertised on the university noticeboard. I am an engineering student in my first year looking for a part-time waitressing job to help support myself at university. I enjoy working in busy environments and I work well under pressure. I have two years' experience. I am friendly, hardworking and sociable. I also enjoy working as part of a team, and dealing with the public.
Please find enclosed my CV.
I am available for an interview at your convenience. I look forward to hearing from you.
Yours faithfully,
Jane Fisher

Module 2

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

B 1 launched 3 expanded
2 investors 4 signs

C 1 A 4 B 7 A 10 A 13 B
2 A 5 A 8 B 11 A 14 C
3 B 6 B 9 C 12 A 15 C

D 1 C 2 C 3 A 4 C 5 C

E 1 C 2 A 3 B 4 D 5 C

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

G 1 a 3 a 5 a 7 b
2 a 4 b 6 b

H (Suggested Answer)

It was a cold night in December. It was late at night and the roads outside were frozen. I was at home alone, enjoying a hot chocolate. My parents had gone out for a dinner party at the neighbour's house and my little brother was asleep in his room upstairs.

This wasn't the first time I was home alone, so I was not scared. Well, not until I heard a howling noise outside. I slowly got up from the sofa and made my way over to the window. I slowly pulled back the curtain and looked out the street. Suddenly, I saw what looked like a big animal with big bright eyes race across the street. It got up and began to make its way towards the house.

I was terrified! I quickly ran to the door to check that it was locked. I ran back to the window to take a look. The animal had disappeared. I was still scared when my parents arrived home. I didn't sleep well at all that night.

Module 3

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

B 1 adapt 3 spotted 5 stunning
2 lost 4 danger

C 1 B 4 A 7 C 10 A 13 A
2 A 5 B 8 C 11 C 14 C
3 C 6 C 9 C 12 B 15 B

D 1 T 2 NS 3 F 4 F

E 1 C 2 B 3 A 4 D 5 C

F 1 F 2 T 3 T 4 F 5 T

G 1 b 2 a 3 a 4 b 5 a

H (Suggested Answer)

Dear Mr Niles,
I am writing to you because I am very interested in finding out more about your ice-climbing course. I saw your advert and would like some more information. Firstly, I would like to know when the course begins and what the total cost will be. Secondly, you mention in the advert that teaching is in small groups. Could you let me know how many people will be in each group? You also mention that accommodation is provided. What type of accommodation is this?

I look forward to hearing from you.

Yours sincerely,

Jan Brown

Module 4

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

B 1 defence 3 stomach 5 blurred
2 rash 4 confined

C 1 B 4 B 7 B 10 C 13 B
2 C 5 C 8 A 11 A 14 A
3 C 6 B 9 A 12 A 15 A

D 1 C 2 F 3 A 4 B 5 E

E 1 B 2 C 3 A 4 D 5 D

F 1 C 2 E 3 A 4 D 5 F

G 1 What seems to be the problem?
2 it's really painful.
3 What should I do?
4 I'll write you a prescription
5 Only if it gets worse.

H 1 c 2 a 3 b

(Suggested Answer)

Making friends when you are a new student is difficult. What can you do, then, to make friends and settle in quickly?

To start with, one suggestion is to join a club or take up a sport. This way you will meet people who share the same interests.

Another suggestion is to have a party and invite everyone. This is a great way to introduce yourself and meet new people in a relaxed social atmosphere. Finally, in order to make friends you must have a friendly and positive attitude. People will find it easier to approach you and an attractive personality can make people interested in getting to know you. All in all, it is hard to be the new person. However, if you are friendly and sociable you should soon make friends.

Module 5

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

B 1 took 3 bustle 5 deals
2 reach 4 leapt

C 1 A 4 C 7 C 10 C 13 A
2 C 5 A 8 A 11 C 14 C
3 A 6 B 9 B 12 B 15 B

D 1 B 2 A 3 C 4 D 5 B

E 1 C 2 D 3 D 4 B 5 D

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

G 1 b 2 a 3 b 4 b 5 a 6 a

H 1 b 2 c 3 a

(Suggested Answer)
Starting your own business

Many people make the decision to start their own business. However, there are some issues which a person has to consider before they make such a big decision.

Without a doubt there are some advantages. Firstly, having your own business means that you are also your own boss. This means that you can choose the name of your company, the location of your office and even your working hours.

Secondly, starting your own business can be enjoyable. If you have a hobby or talent which you turn into a business, you can make a living doing something that you really like doing.

On the other hand, there are some disadvantages, too. Having your own business can be risky. You invest your own money and you are responsible for your own income and employment.

All in all, starting your own business comes with pros and cons and it is important to weigh up this decision carefully. However if you decide that starting your own business is for you, it may just be the best risk you have ever taken.

Module 6

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

B 1 accounts 3 open 5 brighten
2 raise 4 traffic

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

D 1 She accused me of stealing her handbag.
2 Paul reminded me to lock the door.
3 He suggested that we call the police.
4 The policeman threatened to shoot.
5 He denied robbing the bank.

E 1 C 2 D 3 B 4 A 5 F

F 1 D 2 A 3 B 4 C 5 B

G 1 F 2 T 3 T 4 F 5 F

H 1 What exactly did you see?
2 Can you describe the man?
3 What happened next?
4 No, I don't think so.
5 Can I take your address and telephone number, please?

I 1 b 2 a

(Suggested Answer)

Dear Sir/Madam,

I am writing to you in response to the article featured in Tuesday's paper about an increase in pickpocketing on public transport. I am very concerned about this sudden rise in crime and worry that our area will soon suffer more of this type of crime. For this reason I have outlined some suggestions that I believe the police could apply to help improve this situation.

Firstly, the police could put up warning posters on buses and trains. People will become aware of the problem and be more alert when travelling.

Secondly, it is important that there are more police officers present at train and bus stations. If this happens, pickpockets can be arrested on the spot and have less chance of escaping. An increased police presence will also put pickpockets off from committing the crime in the first place, as they will realise that it is very likely that they will get caught. I believe that these measures would result in less pickpocketing and it is important that police take action soon. I hope my suggestions will be taken into consideration.

Yours faithfully,

Brian Green

Module 1

➤ Exercise 4 (p. 9)

Presenter: Good evening. Tonight in the studio we have Sam Barnett to tell us a little bit about his summer job as a camp counsellor.

Sam: Hi. Being a camp counsellor is a fantastic job if you want to get some work experience. The camp where I work is in the forest by a lake. It's a refreshing change for kids who are used to summer holidays by the beach. There's no sunbathing here!

I'm part of a team of twenty counsellors. There's about one of us for every ten children. That's a good figure because we have to know where everyone is 24 hours a day. The children are our responsibility and if anything goes wrong, we have to deal with it. We also get training in safety and first aid before we start so that we know what to do if there are any accidents.

The great thing about working at a camp like this is that we can join in with all the activities, like playing different sports. Sure, we organise, supervise and make sure everyone is in the right place at the right time, but for me the real enjoyment is being with the children and making sure they have the best time. The wages are quite low, but as we're staying at the camp and eating with the children, we don't have to pay for accommodations or food.

Presenter: It sounds like a great way to spend the summer, Sam. So, if any of our listeners are interested in becoming a camp counsellor, what can they do?

Sam: A camp counsellor is a good job for students or even older teenagers, although they have to be at least 15 years old. The best thing is to contact local camps, send them a CV, or even go and see the camp director in person. It's good if you have some experience working with children, but it isn't always necessary.

Presenter: Thanks, Sam. Tune in tomorrow for more student jobs!

Module 2

➤ Exercise 5 (p. 14)

Speaker 1

I was traveling around England last summer and decided to go on a ghost tour in York. The guide took us to all the spooky old buildings and told us about all the ghosts. The tour was at night and I got really scared. I went back to the hotel, but alone in my room, I couldn't sleep all night. That's the last time I go on a ghost tour!

Speaker 2

I was in Italy on a business trip and my colleagues suggested going to the opera one evening. Now, I generally don't enjoy performances of any kind, so I wasn't sure about going with them. Anyway, in the end I went and ... well, what a night! The scenery, the singing, the costumes and the make-up were just amazing. I had a fantastic time and I'd love to go to another opera.

Speaker 3

Last summer in Thailand, I got on a bus to go back to my hotel late one night and started chatting with some locals. What I didn't know was that I was on the wrong bus! When I realized it, I was really far away from my hotel so a kind couple invited me to their home. We chatted all evening and had a wonderful meal. Then they took me back to my hotel. It was an incredible experience.

Speaker 4

My flight to India went well apart from one thing – my backpack went to Switzerland! The airline apologized and even paid for me to stay in a hotel in Delhi until my backpack arrived. I saw all the attractions in Delhi and had an amazing time. The only problem was wearing the same clothes for three days!

Speaker 5

I couldn't wait to take lots of photographs on the boat trip to Monkey Beach. Unfortunately, the sea was rough and I got seasick. While the other tourists were up on deck, I was below feeling very ill. I didn't get any photos and I didn't even see one monkey!

➤ Exercise 2 (p. 19)

Interviewer: Hello and welcome to this week's Computer Chat. Today we have with us David Chase, a software engineer, who knows a lot about social networking sites. Dave is here to talk to us about Twitter. Welcome to the show Dave!

Dave Chase: Hi everyone!

Interviewer: So Dave, for all those who don't know; what is Twitter exactly?

Dave Chase: Well, Twitter is a website which offers a social networking service that allows its users to send and read short messages called "tweets".

Interviewer: So if I understand correctly, "tweets" are like sending text messages online?

Dave Chase: Exactly! Tweets are small posts of up to 140 letters that appear on the user's profile page. It is a bit challenging to get your point across in such a short message, but I believe that's the great thing about Twitter. Users have to be creative!

Internet: It sounds like fun. Do you use Twitter?

Dave Chase: I certainly do. The special thing about Twitter is that it not only allows me to share information with my friends, but I can also get in touch with people who have similar interests to me.

Interviewer: How do you do that?

Dave Chase: Well, for example I can add people who read my blog to my list of followers (that is those who read my tweets) on Twitter.

Interviewer: Lots of celebrities are tweeting these days. Why is it so popular with the famous people?

Dave Chase: Well, with Twitter they can keep in touch with their fans. It's a great way to quickly broadcast information. Companies can also use twitter to promote their products, communicate with employees and interact with their customers.

Interviewer: Interesting. So how popular is Twitter?

Dave Chase: Quite popular. Just imagine it has over 200 million users who send 190 million messages a day.

Interviewer: Wow! That's a lot of tweets.

Dave Chase: It sure is.

Interviewer: Now, I'm afraid that's all the time we have for today. Thanks David for talking to us and for all our listeners tune in tomorrow when ...

Module 3

➤ Exercise 3 (p. 26)

James: Hi, Cody, how are you?

Cody: Oh, great thanks. Actually, I've got some news. Guess where I'm going in the summer! New Zealand! My uncle and aunt live there and they've invited me to go and visit them for 2 weeks.

James: Great. So what are you going to do there?

Cody: Oh, lots of things, but one thing that I really want to see is the Waitomo Caves. They sound fantastic.

James: Really? But what's so special about some caves?

Cody: Well, they're thousands of years old and there's a lot to see and do there. My uncle says that we'll stay in a hotel overnight so we can spend two days there. Guess what I'm going to do? Go black water rafting!

James: Oh. What's that?

Cody: It's like white water rafting, but it's underground through the tunnels in the caves. And we use tubes and ropes instead of a raft.

James: It sounds dangerous.

Cody: Not really because they give you special helmets, wetsuits and footwear. I hope it's not going to be too cold down there, though!

James: So, what else are you going to do?

Cody: Well, we're also going to see the Glow Worm Caves. Tiny little insects cover the walls there and shine in the dark. It sounds a bit scary to me – you know I don't really like insects and spiders!

James: Oh, don't worry, I'm sure you'll have a really fantastic time. You're so lucky!

Cody: I know. Hey, it's going to be warm and sunny this weekend. Do you want to go on a bike ride in the countryside with my sister and I?

James: Yes, I'd love to. I'll call you on Friday.

➤ Exercise 2 (p. 29)

Interviewer: Welcome everyone to 'Weekend Break'; the show that brings you the latest in what's happening around town. On today's show I'm pleased to have Scott Talbot, activities coordinator at the Winston Adventure Park. Welcome to the show Scott.

Scott: Thank you.

Interviewer: I invited you on the show today Scott because I think people need to try something new in their free time. It's not that they're afraid. It's just that they stick only to what they know and keep doing the same things over and over no matter how bored they get. I want to bring some new ideas and a little

adventure to what they can do on an average Sunday, such as going to the adventure park. So tell us, what does the park have to offer.

Scott: Well the park will definitely bring some excitement to a regular weekend. At the park, there is a variety of activities to choose from. We have various climbing walls for all levels of climbers. For those who like to fly, they can try bungee jumping and the trampolines. Mini golf is popular with families. Another group activity is paintball. And of course, we have everyone's favourite activity zip-lining through the forest. Visitors shouldn't miss out on that.

Interviewer: That's a lot of things to do. I guess visitors have to decide ahead which activities they really want to do. One day is not really enough for all of them.

Scott: Well, actually it's possible to do almost all the activities in a day if you plan ahead. For example, you could start the day off with a game of paintball which is about half an hour long. Then try a bungee jump and play on the trampolines for about an hour. Next, stop for a meal at one of the park's restaurants. After lunch you could challenge yourself on the climbing walls for forty-five minutes and then it's off for some zip-lining high above the forest for 2 hours. Finally, end your day with a relaxing game of mini golf.

Interviewer: That certainly is one adventure-filled day. Can you tell us more about zip-lining?

Scott: This is a great activity; it's fun while at the same time perfectly safe. Participants follow one of the many courses that allows them to go zip-lining through the forest at different heights. I don't recommend it though for those with a fear of heights, as you are quite high up. Many people think it's the most exciting of all the activities, but I believe all of them are quite thrilling. I never get tired of going zip-lining. It's loads of fun.

Interviewer: What about ages? What activities can young people participate in?

Scott: The only restriction is for paintball. Players must be over 12 years of age. We even have kids' zip-lining courses and bungee jumps. There are even beginner level climbing walls. It's also a great place for a children's party.

Interviewer: It sounds like a great place for everyone. So check out the Winston Adventure Park this weekend. For more information about the park, visit their website: www.winstonadventure.com. Thanks for joining us today Scott.

Scott: My pleasure.

Module 4

➤ Exercise 2 (p. 37)

Presenter: Thank you for joining us. Tonight on the show we have Ian Marshall, one of our local lifeguards, here to tell us a little bit about his job. Ian, thanks for coming. I'm sure that most of us have a very good idea about what a lifeguard does, but can you give us a few more details?

Ian: Sure. Well, of course, as a lifeguard, I make sure that people are safe in and around the water. I patrol the beach, but other lifeguards are on duty at lakes and swimming pools. A lifeguard is a necessity on a busy beach because even strong swimmers can get into trouble.

Presenter: OK, so how did you become a lifeguard, Ian?

Ian: Well, actually, it was quite difficult. I had to take some courses including advanced first aid and beach management and then I had to complete various different fitness and skills tests. Even now, I take different courses to improve my skills. This year I'm hoping to take a course in powerboat driving.

Presenter: And what's a typical day like for you?

Ian: Well, between October and March, I'm on patrol from 6 in the morning until 3 in the afternoon. That's OK with me – I actually really like early mornings! Daily duties include rescuing when necessary, of course, checking all the equipment and keeping swimmers aware of any dangers. Our main duty though is to observe the beach and the swimming area to make sure everyone is obeying the beach rules in order to prevent accidents and emergencies. There's a lot of paperwork to do, too. This is probably my least favourite part of the job, but it's very important.

Presenter: You mentioned equipment. What kind of equipment do you use?

Ian: Well, we have a boat for accidents out at sea, but we also use horns, loudspeakers and even the simple whistle to get people's attention. In fact, the whistle is probably the most important piece of equipment I use because I have it with me all the time and it's very effective at getting people's attention. There's also a radio to get in touch with other lifeguards and the emergency services. It's not very high-tech, I know, although I recently heard about some research that scientists are doing. They want to electronically tag sharks, so when they get near the shore, we get an SMS warning on our mobile phones.

Presenter: Really? While we're on the subject of sharks, just how dangerous are they to swimmers off the coast of Australia?

Ian: Well, in the past 10 years, sharks have killed about 10 people and attacked about ten others in Western Australia, but we shouldn't just focus on sharks. There are many other dangers such as the box jellyfish, which is one of the most poisonous creatures in the sea, especially as it's almost invisible to swimmers. Actually, another important part of our training is looking out for dangerous creatures and giving first aid treatment if someone gets, for instance, a jellyfish sting. The first thing we do with a sting is to pour vinegar on it!

We also try to educate swimmers about the risks. A little knowledge can save a lot of lives.

Presenter: Interesting, Ian. Well, it's been fantastic having you on the show. Tune in next week, listeners, when we have a real-life storm chaser in the studio. Until then, good night and have a great week.

➤ Exercise 4 (p. 39)

Sara: Hi Megan. You look down. Is anything wrong?

Megan: Oh hi Sara. No, I'm OK.

Sara: Are you sure? Look Megan, I know you well. Something is bothering you. Do you want to talk about it?

Megan: Well, it's just that I've fallen out with my friend Tracy. We're in the drama club together at school.

Sara: Yes, I know her from my PE class. What happened?

Megan: I really don't know. Tracy is angry with me. She says that I'm gossiping about her. But, that's not true. I never said anything to anyone about her. Of course, now she won't talk to me and ignores me when she sees me.

Sara: Do you know why she thinks you're gossiping about her?

Megan: No. In fact three days ago we were having a great time together at the drama club and then the next day at school she was angry with me. I'm really upset.

Sara: Don't worry. It's all probably just a misunderstanding. The best thing to do is talk to her and work things out.

Megan: I tried to phone her but she refuses to talk to me.

Sara: I see. Well, have you thought about going to her house?

Megan: That's a good idea, but what if she still won't talk to me?

Sara: Tell her how upset you are and that you really value your friendship. I'm sure she will listen to you when she sees how sad you are.

Megan: OK. I think that might help.

Sara: Good. You'll see everything will be fine.

Megan: I sure hope so. Thanks Sara.

Sara: No problem.

Module 5

➤ Exercise 4 (p. 44)

Speaker 1

My roommate often leaves food in the fridge for a long time – until it goes bad. It's really annoying, but one day last week it caused a big problem. We both wanted a snack, so he offered to make us some ham sandwiches. What a generous roommate I have! The only problem was, the ham was over three weeks old and we both got food poisoning afterwards. I felt terrible for two days!

Speaker 2

My neighbour borrows things, but never gives them back. Once, he borrowed my hammer and I forgot he had it. Six months later, I wanted to put up a picture so I went next door and asked for my hammer back. He insisted that it was his hammer, not mine, and refused to give it back to me. I'll never give him anything again.

Speaker 3

I was on a train last week and I was trying to work on an essay for college. There weren't many people in the train compartment but there was a lady who kept talking loudly on her mobile phone for nearly two hours! I just couldn't concentrate. Everyone else in the train compartment looked really annoyed, too.

Speaker 4

My best friend Jonathon is always late. It's really annoying! A few weeks ago, we went to see our favourite band play in concert. I was so excited about it! Anyway, we had arranged to meet at 3 pm to catch a train together to go to the concert, but Jonathon arrived nearly half an hour late. When we finally got there, the concert had already started.

Speaker 5

I invited a friend for dinner and he brought one of his friends with her. The friend seemed to be really sweet and polite, but then everything went wrong when we started eating. The friend's behaviour was terrible! He ate really noisily, sneezed without covering his mouth and generally had really bad table manners. I really didn't expect such terrible behaviour from someone so nice. I just couldn't believe it!

there is the classic trick – when someone comes out of the fitting rooms with fewer items than they went in with or with a much fuller bag.

Presenter: And what happens Jodie if you suspect someone of shoplifting, but you don't have any proof? Does that happen to you sometimes?

Jodie: Oh, yes, that happens a lot, actually. Believe it or not, when this happens, I often let them go without confronting them because shoplifters nearly always return to the same locations again and again. What I do instead is remember their faces and hopefully catch them the next time that they try shoplifting from the shop.

Presenter: Finally, what is the best and the worst aspect of your job, Jodie?

Jodie: Well, the worst ... that's easy. It can be really tiring to be on your feet all day walking around a shop. You have to behave naturally, like a real shopper, but stay alert at the same time. The best is when I manage to catch someone whom many stores have been trying to catch for a long time. Believe it or not though, it's quite sad when someone is caught shoplifting for the first time. Often, they did it out of desperation or even to get attention and they are very sorry when they get caught.

Presenter: Alright Jodie, that's all we've got time for today, so thank you very much for coming on the show and telling us a little about your interesting job.

Jodie: You're welcome. Thanks for having me.

Module 6

➤ **Exercise 2 (p. 59)**

Presenter: Good afternoon, you're listening to Sunshine 87.4 FM and now it's time for our weekly careers segment. This week, we're interviewing Jodie Morley who's a store detective. Jodie, welcome to the show.

Jodie: Good afternoon, everyone.

Presenter: Jodie, let me start by asking exactly what a store detective does.

Jodie: Well, a store detective is employed by a store, usually a large one, to spot and prevent attempts to steal things. Our work includes following shoppers who are behaving suspiciously, carrying out searches of suspects, calling the police, taking statements from witnesses, and writing short reports. Occasionally, we even have to give evidence in court.

Presenter: OK. And when you say you follow shoppers who are behaving suspiciously, what do you mean exactly? What do you look out for?

Jodie: Well, there are many different ways that a shoplifter will try to steal something. We look out for people carrying bags, boxes, or large purses that appear to be empty, or anyone wearing a raincoat when it isn't raining, or another item of clothing in the wrong weather or season – they could be planning to hide something under it. We also look out for anyone who is acting nervous or paying more attention to the people around them than to their shopping or even people who return to the same area of the store several times. They could be planning to take something. Then, of course,

Further Practice

➤ **Part 1**

Adam: Hi, Jack. I haven't seen you for ages! What's new?

Jack: Hi, Adam. Well, I've been really busy with my job. You know how I work for a holiday company?

Adam: Yes, I remember.

Jack: Well, they asked me to be in charge of quality control for all their water parks.

Adam: What does that mean?

Jack: I actually visit all their water parks and their different resorts and test all the waterslides.

Adam: You're kidding, right?

Jack: No! It's brilliant. I've been to Majorca, Egypt, and the Costa Del Sol so far and then over the next three months I'm going to Cyprus, the Dominican Republic and Mexico.

Adam: I can't believe it! I thought you worked in an office.

Jack: I did, but I got a promotion. They asked me to identify the very best pools and waterslides so that they can be featured in next year's brochure.

Adam: You're so lucky. So now you just slide down water slides all day?

Jack: Pretty much. I have to write reports, though. I check the height, speed, water quantity and landing of the slides. I also check that all safety standards are met.

Adam: I don't suppose you need an assistant, do you?

Jack: If I do, you'll be the first to know.

➤ Part 2

Speaker 1

When I visited the British Museum I got a complete picture of the world history. It has got incredible collections from all the ancient civilizations of the world. The best thing about it though, is that entrance is free except for special exhibitions which makes over 13 million objects accessible to all.

Speaker 2

I had a fantastic time at the Louvre in Paris, France. It's not the world's most visited cultural site for nothing. Now I know, though, that one visit isn't enough as there is so much to see. In fact, there will be a second museum site in the north of the city to put more of the huge collection on display. I can't wait to go there, too.

Speaker 3

At the Hermitage in St Petersburg, I needed three whole days to make my way round all the six buildings and see its amazing collections. Don't worry if you can't make it to Russia, though, because there is a film called Russian Ark which was made at the museum and shows thirty three of the Hermitage's rooms.

Speaker 4

The best museum I've ever been to is the Uffizi Gallery in Florence, Italy. A word of warning, though. It's not a huge museum so it can get very crowded. It's a good idea to get your ticket in advance and go early in the morning.

Speaker 5

If I could only go to one museum in my life, it would be the Musee D'Orsay in Paris, France. It's the perfect place for art lovers and it's also such great value for money. If you get a museum pass you can skip past the really long queues and enjoy the wonderful collections at your leisure.

➤ Part 3

Interviewer: Good morning, everyone. Today on Radio Leeds our guest is Barbara White, every housewife's favourite host of the TV programme "How To Clean Your House". She's going to tell us all about the natural cleaning products that we have in our kitchen cupboards. Welcome to the show, Barbara.

Barbara: Good morning and thank you. It's great to be here.

Interviewer: OK. So, I'm very interested to hear about this. What sort of cleaning products can we make with the contents of our kitchen cupboards?

Barbara: Well, for a start, vinegar cleans and it kills germs, too. The best type to use is white vinegar. It's great for cleaning your bath, sink and kitchen counters and put some on an old newspaper to clean your windows. Vinegar is also fantastic as a fabric softener. It helps people who get an itchy rash from some washing powders and it makes your clothes really clean and soft.

Interviewer: That's amazing! I must try that the next time I do my laundry. What other things can we use?

Barbara: Lemon juice! You can use it to clean brass, copper and stainless steel. It's a great stain remover. You mustn't use it on silver, though – use toothpaste instead. It will give it a lovely shine.

Interviewer: I should be taking notes. What about lemons, themselves? Any tips for using them?

Barbara: Of course. Lemon peel is great for cleaning the microwave. Just put some in a bowl of water and turn on high for 5 minutes then wipe with a damp cloth. That's not all. Half a lemon sprinkled with baking soda is a fantastic pan scrubber and it'll also clean surfaces.

Interviewer: Tell us more.

Barbara: Most people have got baking soda in their kitchen cupboards and it's got many uses. You can sprinkle it over your carpet, leave it for 30 minutes and then Hoover it up and it leaves your carpet smelling fresh and lovely.

Interviewer: That's a great tip. I'm definitely going to try that one. What about carpet stains?

Barbara: Good question! For that you need soda water. Just pour some on and then dab with a dry cloth and it will disappear. For big stains though, you can use cornflour. Leave it on for 20 minutes and then rub with a mixture of one part vinegar to three parts water and that will do the trick.

Interviewer: This is fantastic stuff. Now, let's go to the phone lines and take some questions from our listeners with some of their cleaning problems ...

Revision Modules 1-6

Module 1

➤ Exercise F (p. 104)

Host: Hello and welcome to 'What Do You Do?' the weekly careers show where we talk to different people in different jobs to find out what they're like. Today in the studio our guest is Annie Hall, an artist from Stafford. Welcome to the show, Annie.

Annie: Thanks for having me.

Host: So why don't you tell us what made you want to become an artist?

Annie: Well, quite simply, I love art – and I'm good at it and in particular sculpture. My parents are expressive people, my mum's a dancer and my dad's a teacher so I guess I get my creativity from them. As a child, you could always find me playing with modelling clay and making these strange creations. Now, I can get people to buy them for lots of money.

Host: You're joking but you're actually really passionate about your work, aren't you?

Annie: Yes, I am, and I think I put some of my character into my artwork. I mean some of them are amusing, others are more serious. It depends on the subject and more than anything on the mood I'm in when I'm creating them.

Host: I see. So, how do you come up with some of the ideas for your pieces?

Annie: Well, I usually decide on a theme from nature such as trees, plants, flowers and the like. Then I create several pieces related to that theme. For example, these days I'm working on a series connected with water and right now I'm making a strange sea creature.

Host: How do you work? Do you use models?

Annie: No, I don't. I use my imagination. I get a feeling of what I want to create and I let it flow through me and into the sculpture. I spend anywhere from 4-8 hours a day in my studio. When I find myself getting tired I stop what I'm doing. I don't stay up at night thinking about work either. I do something completely different at night time so I can approach my work with a clear mind the next day.

Host: You've got an exhibition coming up haven't you?

Annie: Yes, I have. It's part of the city's Community Arts Week from 13th – 20th August.

Host: And where are you exhibiting your work?

Annie: At the Mellor Gallery.

Host: Is that in the city centre?

Annie: Yes, it's right next to the Harris Library.

Host: Well, good luck with that. It's time to take a break now. Don't go away, we'll be back after these short messages ...

➤ Exercise H (p. 104)

Hi everyone! My name is Phil Beard and I'm here to tell you all about my interesting hobby – metal detecting.

Actually, to me, metal detecting is more than a hobby, it's my only free-time activity because I enjoy it so much. It's not something I do by myself, though. I often go with a couple of my friends down to the beach or in the fields to look for hidden treasures.

The fact that I never know what I can find is what makes it interesting. When I hear the beep of the metal detector my heart always jumps with excitement.

To start with, you need a metal detector. You can buy a fairly cheap one online or at a hobby shop but don't expect too much from these ones. If you are serious about metal detecting it's worth spending a bit more money on your detector. Then, you also need a pair of headphones and a small digging tool.

I like to hunt for anything at all, but you can buy different types of metal detectors that look for specific items such as old coins and jewellery or even precious metals.

Metal detecting is something that you get better at over time. In the beginning don't expect to find more than rings from fizzy drinks or a few rusty nails, but keep trying.

These days I find jewellery, coins and relics.

You can give yourself a head start by choosing where you hunt carefully. For instance, go to the town hall and look up different areas on old maps. A field can be just a field but 100 years ago or more maybe it was something else.

Well, good luck and happy hunting. There are treasures beneath the ground to find if you look for them!

Module 2

➤ Exercise E (p. 107)

Host: Hello and welcome to Opera Stars! Today it is my great pleasure to welcome one of the greatest male opera singers around today, Mr Alfie Jones!

Alfie: Thank you. It's a pleasure to be here.

Host: So I believe you are currently performing in London's West End?

Alfie: Yes, that's right. I'm at the Queen's Theatre on Shaftesbury Avenue in Les Misérables in the role of Jean Valjean.

Host: How's it going?

Alfie: Oh it's amazing! I'm having such a great time and I can't believe it's been a full house for every performance which is fantastic!

Host: How many shows are there?

Alfie: We're on six nights a week and twice a week in the afternoons. I think it's getting booked up for the next few weeks, though. So don't wait too long to get a ticket.

Host: And how long is it running for?

Alfie: We're on until the end of October and then we're going on tour around the UK.

Host: For those who don't know the story, can you tell us the plot.

Alfie: Sure. The setting is in France in the 1800s not long after the French Revolution and it's the story of a man who escapes from prison and starts a new life. He makes a new life and becomes the mayor of a small town, but his past catches up with him.

Host: The story comes from a novel by Victor Hugo, doesn't it?

Alfie: Yes, that's right.

Host: And as well as performing in Les Misérables, you've got a new album out, haven't you? I've listened to it. It's brilliant!

Alfie: Thank you very much. Yes, it's a combination of some my favourite opera songs, some popular musical numbers as well as some classic show tunes. I also do a duet with Michael Ball from Phantom of the Opera.

Host: Wow! You're a busy man! How do you cope with such a schedule?

Alfie: Well, we recorded the album a couple of months ago and so now I'm just concentrating on the show. I have to make sure I have enough time to rest my voice and I need to be careful and make sure that I don't catch a cold – that could spell disaster!

Host: Well, we're going to take a break now. Stay with us and ...

➤ Exercise F (p. 107)

Speaker 1

It's not often that the national ballet comes to our city, so of course I took advantage of this rare occasion and went to see them. The performance to say the very least was a success. I'm so glad I went because the ballet performers were amazing! They danced with such beauty, style, elegance and grace. Everyone listening can

still take advantage of this opportunity and go see them. They're here until the end of July.

Speaker 2

My friend Laura persuaded me to go to the opera for the first time. After hours of begging I finally went along even though I didn't want to. She was really touched by the performance, I could tell, because she went through a box of tissues very quickly. I, however, had an awful time! Sure the opera singer could reach unimaginable notes, and the costumes were nice, but it was all in a foreign language and I couldn't figure out what was going on. It was frustrating to say the very least.

Speaker 3

My sister and I went to see a musical. It was OK but the storyline was quite predictable. It was about a bunch of young adults trying to make it in the entertainment world. There was a lot of song and dance but it was nothing out of the ordinary. As for the main actors, they gave an honest performance. Anyway, I can't complain too much about it seeing as we both had a reasonable time.

Speaker 4

I love musical instruments. I play both the violin and the guitar. So it comes as no surprise to all my friends listening that I spent the evening at a classical music concert. Of course, I didn't go on my own, I went with my friend Mark. Mark also plays string instruments and enjoys classical music. We both listen to it on our iPods all the time. Anyhow, we both loved the concert. The music was relaxing and I can't wait to go again.

Speaker 5

As for me I had tickets to a Rock concert. Wow! The band was absolutely fantastic! The music was loud and all the fans were singing, dancing and raising their hands in the air. It was terrific! The band sang all their latest hit songs and the drummer played an amazing solo. Everyone cheered so much at the end that the band came back out, and played for an extra twenty minutes. Wow! I'm so happy I went. It was a great experience and well worth the expensive ticket price!

Module 3

➤ **Exercise E (p. 110)**

Interviewer: Welcome listeners to "Sports Today". I'm Candice Carter and I have a special guest in the studio with me today. It's Max Turbine, champion quad racer. Great to have you on the show Max.

Max: Thanks. It's great to be here.

Interviewer: Max you are the winner of four championships in the Pro Quad Racing Circuit and you're only nineteen years old. How old were you when you started racing?

Max: Well, when I was nine some of my cousins were racing and I saw them a few times at the track, but I wasn't that interested then. Later on when I was about

twelve, a friend of mine invited me to his farm. He had two quads and we went for a ride. We spent the whole day on them. I loved it. The next day my friend took me to the track and I signed up with his racing club. My dad was really excited about my racing and after a year he bought me my first quad bike for my thirteenth birthday.

Interviewer: You also tried dirt bike racing for a while but returned to quad racing. Why? Aren't dirt bikes faster?

Max: Not necessarily. Both quads and bikes are equally fast. It's true I did try racing dirt bikes, but I enjoy more the feeling of driving a quad. Corners on a dirt bike are not easy where with a quad I am more in control. I like jumping on both, even though quads can be more dangerous due to their heavy weight. Jumping is my strong point. I may not be the fastest on the track and other drivers can steer better or get out of tough spots on the track better than me, but I'm the best jumper.

Interviewer: And you're not afraid of driving such a heavy vehicle?

Max: It's definitely challenging and I need to be aware of my balance at all times. About a year ago I broke my back in a fall.

Interviewer: Yes, I remember that. It was a terrible accident.

Max: Yes, it was a frightening experience and it was very painful. My mother was very upset and she wanted me to stop, but I was back racing after 2 months as soon as my back was better. I just love it so much.

Interviewer: You certainly must. What advice can you give our listeners who are interested in quad racing?

Max: First off, you need to discover if racing is for you and if you have what it takes to race. This can not happen by just going to a race track and watching races. Many people go out and buy a quad before they even know if they are going to like it. This is a big mistake. And no quad class is going to show you what racing is about either. So I think the best thing to do is get involved in a race club and try racing to see if it's for you.

Interviewer: Makes sense to me. Thanks Max for joining us today and sharing with us a bit about the world of quad racing.

Max: My pleasure.

➤ **Exercise F (p. 110)**

Host: Welcome to Natural Wonders, the talk show that gives listeners exciting information about spectacular places around the world. I'm John Towns and today we're going to talk about Mexico's Cave of Crystals. This underground cave contains the largest natural crystals ever found. With me today is Professor Andy Stewart who is a leading geologist. Andy, tell us about the Cave of Crystals.

Andy: Sure John, in 2000, a group of miners discovered the crystal cave purely by accident. They were working in the Naica silver mine when they broke through the walls of the cave. They were surprised to discover enormous crystals. However, when the first scientists explored the underground cave, they faced great difficulties due to the extreme temperatures in the cave.

Host: Was it too cold?

Andy: No, quite the opposite. It was boiling hot down there, about 50 degrees Celsius, and extremely humid. So, the only way for the scientists to explore the cave was to put on a special cooling suit and a mask.

Host: What did they see down there?

Andy: They saw beautiful crystal formations that had the shape of delicate flowers. What was truly remarkable, however, was their size. Some of the crystals were 11 metres tall and resembled huge pillars of ice.

Host: That is amazing! So what will happen to the Cave of Crystals?

Andy: Well, the cave is accessible today only because the mining company's pumping operation keeps it clear of water. If the pumping were to stop, the cave would flood. And if the mining company doesn't make any money, it might stop the entire operation.

Host: Well, that's very interesting. Thanks for sharing your experience with us.

Module 4

➤ Exercise E (p. 113)

Michael J Fox is a successful TV and film actor. Most people probably know him from the TV show *Family Ties* or the *Back to the Future* films. He started out as a child actor and grew up in front of TV audiences all over the world. He is also an author and an activist.

He got involved in politics and political activism because of his health. In 1991, at the height of his career, the doctors told him, to his horror, that he had Parkinson's disease. This is a disease of the nervous system which affects sufferers' movement. People with the disease suffer from tremors, stiffness and problems with mobility. It gets worse over time and eventually affects their speech, behaviour and memory.

Michael didn't tell his fans about his condition until 1998 and as his symptoms got worse he took a step back from acting. He tried everything he could to reduce his symptoms including taking medicine and even having brain surgery. While he was coping with his disease, he was doing everything he could to help raise awareness and try to find a cure.

He set up the Michael J Fox Foundation in 2000 which funds research into finding a cure and works hard to find therapies for the 5 million people living with Parkinson's today. The foundation is the biggest independent investor of Parkinson's disease research in the world. The total investment so far is over \$250 million.

Today, Michael is a best-selling author and still in demand as an actor. He appears in a number of award-winning drama series including *The Good Wife*, but his main focus is working with his foundation.

Debi Brooks, the co-founder of the foundation, says that Michael is doing well and appreciates the concern of his fans and well-wishers. However, although Michael sometimes finds it relevant to discuss life with Parkinson's disease in public, he considers his health a private matter.

➤ Exercise F (p. 113)

Speaker 1

I really don't like planes. I used to be terrified of flying in the past. Nowadays, the idea of flying still makes me nervous but I try to do things that will make my flight as stress-free as possible. I avoid travelling on small planes and I always book direct, non-stop flights so I don't have to go through more than one take off and landing. I also give myself plenty of time to get to the airport. The good thing is that I don't panic anymore.

Speaker 2

When I was a child I was afraid of dogs. I wouldn't even go to the park to play with my friends for fear of running into one. Until one day, when I heard barking as I was walking home from school. I turned around and saw a big dark dog running towards me. I just froze. The dog came up to me and started wagging its tail. I realized it was a friendly dog and just wanted to play. From that moment, I never felt scared again.

Speaker 3

I have a real fear of anything that crawls, like spiders and ants. You know what I mean; I run and scream for my life! When I was six years old we were having a picnic and I reached for a sandwich and I was shocked to see ants crawling all over it. I dropped the sandwich and screamed. They were everywhere and we couldn't get rid of them. It ruined our picnic and whenever I remember it I still feel disgusted.

Speaker 4

I don't like thunderstorms. At home, the noise of thunder makes me hide under my bed. I always listen to the weather forecast and keep a watchful eye on the sky. It makes me anxious to venture outside during rainy or overcast weather because I'm terrified at the thought of being caught in a storm. The thing is that I know my fear is illogical, but I can't seem to help myself.

Speaker 5

I can't remember the last time I entered an elevator. Just the thought of being stuck in one makes me shake with fear. My heart starts to beat really fast and I feel kind of sick. It's not just elevators, though. As soon as I step inside a theatre or cinema and the lights go down, I start to sweat and look for the exits. I just feel that something might go wrong and I won't be able to escape.

Module 5

➤ Exercise E (p. 116)

Interviewer: Hello and welcome to the show. Yesterday we talked about students studying abroad. To continue our discussion, we have Jeff Harper on today's show. Jeff can you tell us what made you decide to study abroad?

Jeff: Well, first I was strongly encouraged by my family especially my older brother who had studied abroad to

try it out. I was very hesitant in the beginning because even though I am a very independent person, I had never been away from home before. But the main reason I decided to study abroad was to meet new people and learn about a new culture.

Interviewer: What drew you to Germany for your study abroad programme?

Jeff: Choosing where to study abroad was a difficult choice. I had a hard time finding courses for a summer semester. I chose Germany because my father is German and even though I'm not fluent in German, I felt confident enough to be able to communicate with people in the city. But most importantly, it also fit perfectly with classes that I could use towards my major so I quickly began the application process.

Interviewer: What was the most rewarding part of your stay?

Jeff: I think the best part of studying abroad was the feeling that I belonged in the city. Little things like strangers asking me for directions in German and me knowing the answer and ordering food in German were rewarding experiences for me.

Interviewer: Did you run into any problems while studying abroad?

Jeff: Well, the only problem I had was when I was travelling from the United States to Germany. In general, I'm afraid of flying so going across the Atlantic alone was a stressful experience for me. My first flight was three hours late so I missed my connecting flight to Berlin. After a few hours I ended up taking the train from Frankfurt to Berlin.

Interviewer: Can you tell us about your living accommodations?

Jeff: Well, through the university programme I had a choice to either live with a host family or find a flat in the city. I chose to stay with a host family and I will never regret that decision. It turned out to be a great experience. My host family was a mother and her eight year old son. She was a music producer and was fun to speak with. She really helped me improve my German speaking skills and I am thankful for that. They lived in a nice but noisy flat in the city centre; which didn't bother me at all.

Interviewer: Would you recommend studying abroad and staying with a host family to other people?

Jeff: Absolutely! I think it's a great experience and I would definitely do something like this again in the future.

Interviewer: Thank you Jeff for sharing your experience.

➤ Exercise F (p. 116)

Welcome to the programme. Have you ever made a life-changing decision? There are people who have. Let's hear about some of them.

Speaker 1

I've been working as an office manager for the last thirty-five years and although I enjoyed my job I was ready for a rest. In fact, I've been looking forward to retiring for the last few years. Now, I'll have the time to

travel abroad and see places I've always wanted to visit. I can also get around to lots of odd jobs around the house that need doing, but at my own pace.

Speaker 2

Things started to go wrong in my life about two years ago and I knew I wanted to make some changes, starting with a new career. So I began looking for jobs abroad. Then about a month ago I got a job offer in Asia. I accepted and I'll be starting my new life in about a week. It feels great.

Speaker 3

I'm so excited. The movers are coming today and all my stuff is ready and packed in boxes. It may not seem a big deal to some people but after so many years of paying rent, it feels amazing to know that I now own my own flat. It's small but it's in a great location.

Speaker 4

My previous job was okay. The employees were great and the pay was good, but I just never got any sense of satisfaction from anything I did. The harder I worked the more money the company made, but I never got a bonus so I decided to quit and set up my own business working for myself. Now the harder I work, the more money I make. It's the best move I ever made.

Speaker 5

I'm really looking forward to it. I've got a brand new wardrobe with lots of business suits and a shiny new briefcase. I've worked out how to get to the office and I can't wait to meet all my new co-workers. It's a great chance for me and I'm going to try to do my best every day.

Module 6

➤ Exercise F (p. 119)

Host: Hello and welcome to 'The Today Show'. Tonight our guest is Graham Nixon from Lancashire who is here to tell us all about how he and a group of volunteers turned their town from a crime-riddled problem area into a peaceful crime-free haven. Welcome to the show, Graham.

Graham: Thanks for having me.

Host: So why don't you tell us what your town was like two years ago?

Graham: Well, it was awful. There were all sorts of petty crimes happening on a daily basis. The streets weren't safe. We had problems with dangerous drivers and speeding – which with a lot of young families living in the area was very worrying.

Host: What other problems did you have?

Graham: Local businesses were affected by vandalism and shoplifting. Then when people started getting mugged on the streets – I decided it was time to say enough is enough and take back the streets of our town.

Host: So, how did you go about that?

Graham: Well, first of all I started a community action group and asked concerned members of the public to join. Then we sat down and talked about what we could do. At first there was a small number of us but then once we got the ball rolling and our campaign got more publicity then more and more people joined in.

Host: So what was the first thing that you did?

Graham: Well, I went to the council offices and demanded that they put speed limits and speed bumps on a number of the roads. They agreed and even went so far as to install speed cameras as well. They were willing to get it done without much delay so that was a great success.

Host: That sounds quick and easy.

Graham: Yes, but the vandalism wasn't so easy to deal with. We couldn't catch the vandals and repairing the damage was time-consuming and expensive. Anyway, we had invited the St John's Ambulance Brigade, the Venture Scouts and a number of other clubs to set up groups in our town so that teens and young adults would have some worthwhile activities to take part in and to our surprise the acts of vandalism became less frequent.

Host: So you think it was being done by bored teenagers?

Graham: It seemed so, yes. We also set up a neighbourhood watch scheme, cleaned up the streets and parks, and much more.

Host: Yes, here we have some before and after pictures to give our viewers a better idea of the changes you've made. Well, Graham thanks so much for coming in. It's been very interesting.

Graham: Thank you.

➤ Exercise G (p. 119)

Interviewer: When did you first become interested in computers Dan?

Dan: As long as I can remember, I suppose. I've grown up with them. I think my first game was a computer game and not a board game.

Interviewer: How did you get into this line of work?

Dan: I got into it by accident really. I was always good at computing and programming and I started hacking to see if I could get into secure sites. I wasn't trying to be a criminal, I was just curious to see if I could do it. I found it easy so I contacted different companies telling them about their security problems. Then, they offered me a job as a security consultant – testing systems for weaknesses.

Interviewer: Is it difficult work?

Dan: Sometimes it is, because it involves long hours which are mostly at night when there are very few other users on the system so it's not a 9-5 job, that's for sure. But the work itself isn't very difficult, at least not for me.

Interviewer: What do you think of criminal hackers?


Dan: I can see that they may think it's very exciting and challenging to break into secure systems, but ultimately it's a waste of their talent. They should be designing systems and writing programs. They could make a good honest living.

Interviewer: So are you ever tempted to break the law?

Dan: No, I wouldn't want to risk going to jail, besides I'm perfectly satisfied with my wages. There are plenty of ways to make money if you are good with computers – security consultants, like me or designing websites or inventing computer games to name a few.

Interviewer: What do people say when you tell them what you do?

Dan: Not much. I've learnt that unless they're in the business, they're not very interested. Computer systems and how they work is a boring subject to most people. They are more interested in the latest videos on the Internet rather than computer security problems.



ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ
НАУЧНОЕ УЧРЕЖДЕНИЕ «ИНСТИТУТ ИЗУЧЕНИЯ
ДЕТСТВА, СЕМЬИ И ВОСПИТАНИЯ РОССИЙСКОЙ
АКАДЕМИИ ОБРАЗОВАНИЯ»

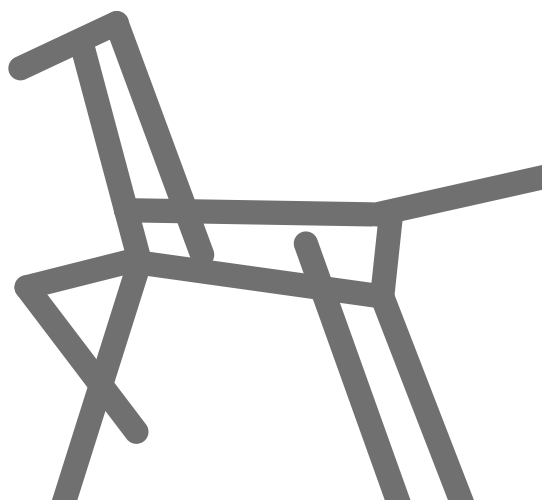


ШКОЛА

ОДОБРЕНА
решением федерального
учебно-методического
объединения по общему
образованию
(протокол от 23 июня 2022 г.
№ 3/22)

ПРИМЕРНАЯ РАБОЧАЯ ПРОГРАММА ВОСПИТАНИЯ ДЛЯ ОБЩЕОБРАЗОВАТЕЛЬНЫХ ОРГАНИЗАЦИЙ

ИНСТИТУТ ВОСПИТАНИЯ РАО



ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Примерная рабочая программа воспитания для общеобразовательных организаций (далее — Программа) служит основой для разработки рабочей программы воспитания основной образовательной программы общеобразовательной организации.

Программа разработана с учетом Федерального закона от 29.12.2012 № 273 ФЗ «Об образовании в Российской Федерации», Стратегии развития воспитания в Российской Федерации на период до 2025 года (Распоряжение Правительства Российской Федерации от 29.05.2015 № 996-р) и Плана мероприятий по ее реализации в 2021–2025 гг. (Распоряжение Правительства Российской Федерации от 12.11.2020 № 2945-р), Стратегии национальной безопасности Российской Федерации (Указ Президента Российской Федерации от 02.07.2021 № 400), федеральных государственных образовательных стандартов (далее — ФГОС) начального общего образования (Приказ Минпросвещения России от 31.05.2021 № 286), основного общего образования (Приказ Минпросвещения России от 31.05.2021 № 287), среднего общего образования (Приказ Минобрнауки России от 17.05.2012 № 413).

Программа основывается на единстве и преемственности образовательного процесса всех уровней общего образования, соотносится с примерными рабочими программами воспитания для организаций дошкольного и среднего профессионального образования.

Рабочая программа воспитания предназначена для планирования и организации системной воспитательной деятельности; разрабатывается и утверждается с участием коллегиальных органов управления общеобразовательной организацией (в том числе советов обучающихся), советов родителей (законных представителей); реализуется в единстве урочной и внеурочной деятельности, осуществляемой совместно с семьей и другими участниками образовательных отношений, социальными институтами воспитания; предусматривает приобщение обучающихся к российским традиционным духовным ценностям, включая ценности своей этнической группы, правилам и нормам поведения, принятым в российском обществе на основе российских базовых конституционных норм и ценностей, историческое просвещение, формирование российской культурной и гражданской идентичности обучающихся.

Программа включает три раздела: целевой, содержательный, организационный.

Приложение — примерный календарный план воспитательной работы.

При разработке или обновлении рабочей программы воспитания ее содержание, за исключением целевого раздела, может изменяться

в соответствии с особенностями общеобразовательной организации: организационно-правовой формой, контингентом обучающихся и их родителей (законных представителей), направленностью образовательной программы, в том числе предусматривающей углубленное изучение отдельных учебных предметов, учитывающей этнокультурные интересы, особые образовательные потребности обучающихся.

Пояснительная записка не является частью рабочей программы воспитания в общеобразовательной организации.

Курсивным шрифтом в тексте Программы выделены пояснения для разработчиков рабочей программы воспитания в общеобразовательной организации.

РАЗДЕЛ 1. ЦЕЛЕВОЙ

Участниками образовательных отношений являются педагогические и другие работники общеобразовательной организации, обучающиеся, их родители (законные представители), представители иных организаций, участвующие в реализации образовательного процесса в соответствии с законодательством Российской Федерации, локальными актами общеобразовательной организации. Родители (законные представители) несовершеннолетних обучающихся имеют преимущественное право на воспитание своих детей. Содержание воспитания обучающихся в общеобразовательной организации определяется содержанием российских базовых (гражданских, национальных) норм и ценностей, которые закреплены в Конституции Российской Федерации. Эти ценности и нормы определяют инвариантное содержание воспитания обучающихся. Вариативный компонент содержания воспитания обучающихся включает духовно-нравственные ценности культуры, традиционных религий народов России.

Воспитательная деятельность в общеобразовательной организации планируется и осуществляется в соответствии с приоритетами государственной политики в сфере воспитания, установленными в Стратегии развития воспитания в Российской Федерации на период до 2025 года (Распоряжение Правительства Российской Федерации от 29.05.2015 № 996-р). Приоритетной задачей Российской Федерации в сфере воспитания детей является развитие высоконравственной личности, разделяющей российские традиционные духовные ценности, обладающей актуальными знаниями и умениями, способной реализовать свой потенциал в условиях современного общества, готовой к мирному созиданию и защите Родины.

1.1. Цель и задачи воспитания обучающихся

Современный российский национальный воспитательный идеал — высоконравственный, творческий, компетентный гражданин России, принимающий судьбу Отечества как свою личную, осознающий ответственность за настоящее и будущее страны, укорененный в духовных и культурных традициях многонационального народа Российской Федерации.

В соответствии с этим идеалом и нормативными правовыми актами Российской Федерации в сфере образования **цель воспитания** обучающихся в общеобразовательной организации: развитие личности, создание условий для самоопределения и социализации на основе социокультурных, духовно-нравственных ценностей и принятых в российском обществе правил и норм поведения в интересах человека, семьи, общества и государства, формирование у обучающихся чувства патриотизма, гражданственности, уважения к памяти защитников Отечества и подвигам Героев Отечества, закону и правопорядку, человеку труда и старшему поколению, взаимного уважения, бережного отношения к культурному наследию и традициям многонационального народа Российской Федерации, природе и окружающей среде.

Задачи воспитания обучающихся в общеобразовательной организации: усвоение ими знаний норм, духовно-нравственных ценностей, традиций, которые выработало российское общество (социально значимых знаний); формирование и развитие личностных отношений к этим нормам, ценностям, традициям (их освоение, принятие); приобретение соответствующего этим нормам, ценностям, традициям социокультурного опыта поведения, общения, межличностных и социальных отношений, применения полученных знаний; достижение личностных результатов освоения общеобразовательных программ в соответствии с ФГОС. Личностные результаты освоения обучающимися общеобразовательных программ включают осознание российской гражданской идентичности, сформированность ценностей самостоятельности и инициативы, готовность обучающихся к саморазвитию, самостоятельности и личностному самоопределению, наличие мотивации к целенаправленной социально значимой деятельности, сформированность внутренней позиции личности как особого ценностного отношения к себе, окружающим людям и жизни в целом.

Воспитательная деятельность в общеобразовательной организации планируется и осуществляется на основе аксиологического, антропологического, культурно-исторического, системно-деятельностного, личностно ориентированного подходов и с учетом принципов воспитания: гуманистической направленности воспитания, совместной деятельности детей и взрослых, следования нравственному примеру, безопасной жизнедеятельности, инклюзивности, возрастосообразности.

1.2. Направления воспитания

Программа реализуется в единстве учебной и воспитательной деятельности общеобразовательной организации по основным направлениям воспитания в соответствии с ФГОС:

- **гражданское воспитание** — формирование российской гражданской идентичности, принадлежности к общности граждан Российской Федерации, к народу России как источнику власти в Российском государстве и субъекту тысячелетней российской государственности, уважения к правам, свободам и обязанностям гражданина России, правовой и политической культуры;
- **патриотическое воспитание** — воспитание любви к родному краю, Родине, своему народу, уважения к другим народам России; историческое просвещение, формирование российского национального исторического сознания, российской культурной идентичности;
- **духовно-нравственное воспитание** — воспитание на основе духовно-нравственной культуры народов России, традиционных религий народов России, формирование традиционных российских семейных ценностей; воспитание честности, доброты, милосердия, справедливости, дружелюбия и взаимопомощи, уважения к старшим, к памяти предков;
- **эстетическое воспитание** — формирование эстетической культуры на основе российских традиционных духовных ценностей, приобщение к лучшим образцам отечественного и мирового искусства;
- **физическое воспитание, формирование культуры здорового образа жизни и эмоционального благополучия** — развитие физических способностей с учетом возможностей и состояния здоровья, навыков безопасного поведения в природной и социальной среде, чрезвычайных ситуациях;
- **трудовое воспитание** — воспитание уважения к труду, трудящимся, результатам труда (своего и других людей), ориентация на трудовую деятельность, получение профессии, личностное самовыражение в продуктивном, нравственно достойном труде в российском обществе, на достижение выдающихся результатов в профессиональной деятельности;
- **экологическое воспитание** — формирование экологической культуры, ответственного, бережного отношения к природе, окружающей среде на основе российских традиционных духовных ценностей, навыков охраны, защиты, восстановления природы, окружающей среды;
- **ценности научного познания** — воспитание стремления к познанию себя и других людей, природы и общества, к получению зна-

ний, качественного образования с учетом личностных интересов и общественных потребностей.

1.3. Целевые ориентиры результатов воспитания

Требования к личностным результатам освоения обучающимися образовательных программ начального общего, основного общего, среднего общего образования установлены в соответствующих ФГОС.

На основании этих требований в данном разделе представлены целевые ориентиры результатов в воспитании, развитии личности обучающихся, на достижение которых должна быть направлена деятельность педагогического коллектива для выполнения требований ФГОС.

Целевые ориентиры определены в соответствии с инвариантным содержанием воспитания обучающихся на основе российских базовых (гражданских, конституционных) ценностей, обеспечивают единство воспитания, воспитательного пространства.

Целевые ориентиры результатов воспитания сформулированы на уровнях начального общего, основного общего, среднего общего образования по направлениям воспитания в соответствии с ФГОС.

Целевые ориентиры результатов воспитания на уровне начального общего образования.

Целевые ориентиры
Гражданско-патриотическое воспитание
Знающий и любящий свою малую родину, свой край, имеющий представление о Родине — России, ее территории, расположении. Сознающий принадлежность к своему народу и к общности граждан России, проявляющий уважение к своему и другим народам. Понимающий свою сопричастность к прошлому, настоящему и будущему родного края, своей Родины — России, Российского государства. Понимающий значение гражданских символов (государственная символика России, своего региона), праздников, мест почитания героев и защитников Отечества, проявляющий к ним уважение. Имеющий первоначальные представления о правах и ответственности человека в обществе, гражданских правах и обязанностях. Принимающий участие в жизни класса, общеобразовательной организации, в доступной по возрасту социально значимой деятельности.
Духовно-нравственное воспитание
Уважающий духовно-нравственную культуру своей семьи, своего народа, семейные ценности с учетом национальной, религиозной принадлежности. Сознающий ценность каждой человеческой жизни, признающий индивидуальность и достоинство каждого человека. Доброжелательный, проявляющий сопереживание, готовность оказывать помощь, выражающий неприятие поведения, причиняющего физический и моральный вред другим людям, уважающий старших. Умеющий оценивать поступки с позиции их соответствия нравственным нормам, осознающий ответственность за свои поступки. Владеющий представлениями о многообразии языкового и культурного пространства России, имеющий первоначальные навыки общения с людьми разных народов, вероисповеданий. Сознающий нравственную и эстетическую ценность литературы, родного языка, русского языка, проявляющий интерес к чтению.

Эстетическое воспитание
Способный воспринимать и чувствовать прекрасное в быту, природе, искусстве, творчестве людей. Проявляющий интерес и уважение к отечественной и мировой художественной культуре. Проявляющий стремление к самовыражению в разных видах художественной деятельности, искусстве.
Физическое воспитание, формирование культуры здоровья и эмоционального благополучия
Бережно относящийся к физическому здоровью, соблюдающий основные правила здорового и безопасного для себя и других людей образа жизни, в том числе в информационной среде. Владеющий основными навыками личной и общественной гигиены, безопасного поведения в быту, природе, обществе. Ориентированный на физическое развитие с учетом возможностей здоровья, занятия физкультурой и спортом. Сознающий и принимающий свою половую принадлежность, соответствующие ей психофизические и поведенческие особенности с учетом возраста.
Трудовое воспитание
Сознающий ценность труда в жизни человека, семьи, общества. Проявляющий уважение к труду, людям труда, бережное отношение к результатам труда, ответственное потребление. Проявляющий интерес к разным профессиям. Участвующий в различных видах доступного по возрасту труда, трудовой деятельности.
Экологическое воспитание
Понимающий ценность природы, зависимость жизни людей от природы, влияние людей на природу, окружающую среду. Проявляющий любовь и бережное отношение к природе, неприятие действий, приносящих вред природе, особенно живым существам. Выражающий готовность в своей деятельности придерживаться экологических норм.
Ценности научного познания
Выражающий познавательные интересы, активность, любознательность и самостоятельность в познании, интерес и уважение к научным знаниям, науке. Обладающий первоначальными представлениями о природных и социальных объектах, многообразии объектов и явлений природы, связи живой и неживой природы, о науке, научном знании. Имеющий первоначальные навыки наблюдений, систематизации и осмысления опыта в естественно-научной и гуманитарной областях знания.

Целевые ориентиры результатов воспитания на уровне основного общего образования.

Целевые ориентиры
Гражданское воспитание
Знающий и принимающий свою российскую гражданскую принадлежность (идентичность) в поликультурном, многонациональном и многоконфессиональном российском обществе, в мировом сообществе. Понимающий сопричастность к прошлому, настоящему и будущему народа России, тысячелетней истории российской государственности на основе исторического просвещения, российского национального исторического сознания. Проявляющий уважение к государственным символам России, праздникам. Проявляющий готовность к выполнению обязанностей гражданина России, реализации своих гражданских прав и свобод при уважении прав и свобод, законных интересов других людей. Выражающий неприятие любой дискриминации граждан, проявлений экстремизма, терроризма, коррупции в обществе. Принимающий участие в жизни класса, общеобразовательной организации, в том числе самоуправлении, ориентированный на участие в социально значимой деятельности.

Патриотическое воспитание
<p>Сознающий свою национальную, этническую принадлежность, любящий свой народ, его традиции, культуру.</p> <p>Проявляющий уважение к историческому и культурному наследию своего и других народов России, символам, праздникам, памятникам, традициям народов, проживающих в родной стране.</p> <p>Проявляющий интерес к познанию родного языка, истории и культуры своего края, своего народа, других народов России.</p> <p>Знающий и уважающий достижения нашей Родины — России в науке, искусстве, спорте, технологиях, боевые подвиги и трудовые достижения героев и защитников Отечества в прошлом и современности.</p> <p>Принимающий участие в мероприятиях патриотической направленности.</p>
Духовно-нравственное воспитание
<p>Знающий и уважающий духовно-нравственную культуру своего народа, ориентированный на духовные ценности и нравственные нормы народов России, российского общества в ситуациях нравственного выбора (с учетом национальной, религиозной принадлежности).</p> <p>Выражающий готовность оценивать свое поведение и поступки, поведение и поступки других людей с позиций традиционных российских духовно-нравственных ценностей и норм с учетом осознания последствий поступков.</p> <p>Выражающий неприятие антигуманных и асоциальных поступков, поведения, противоречащих традиционным в России духовно-нравственным нормам и ценностям.</p> <p>Сознающий соотношение свободы и ответственности личности в условиях индивидуального и общественного пространства, значение и ценность межнационального, межрелигиозного согласия людей, народов в России, умеющий общаться с людьми разных народов, вероисповеданий.</p> <p>Проявляющий уважение к старшим, к российским традиционным семейным ценностям, институту брака как союзу мужчины и женщины для создания семьи, рождения и воспитания детей.</p> <p>Проявляющий интерес к чтению, к родному языку, русскому языку и литературе как части духовной культуры своего народа, российского общества.</p>
Эстетическое воспитание
<p>Выражающий понимание ценности отечественного и мирового искусства, народных традиций и народного творчества в искусстве.</p> <p>Проявляющий эмоционально-чувственную восприимчивость к разным видам искусства, традициям и творчеству своего и других народов, понимание его влияния на поведение людей.</p> <p>Сознающий роль художественной культуры как средства коммуникации и самовыражения в современном обществе, значение нравственных норм, ценностей, традиций в искусстве.</p> <p>Ориентированный на самовыражение в разных видах искусства, в художественном творчестве.</p>
Физическое воспитание, формирование культуры здоровья и эмоционального благополучия
<p>Понимающий ценность жизни, здоровья и безопасности, значение личных усилий в сохранении здоровья, знающий и соблюдающий правила безопасности, безопасного поведения, в том числе в информационной среде.</p> <p>Выражающий установку на здоровый образ жизни (здоровое питание, соблюдение гигиенических правил, сбалансированный режим занятий и отдыха, регулярную физическую активность).</p> <p>Проявляющий неприятие вредных привычек (курения, употребления алкоголя, наркотиков, игровой и иных форм зависимости), понимание их последствий, вреда для физического и психического здоровья.</p> <p>Умеющий осознавать физическое и эмоциональное состояние (свое и других людей), стремящийся управлять собственным эмоциональным состоянием.</p> <p>Способный адаптироваться к меняющимся социальным, информационным и природным условиям, стрессовым ситуациям.</p>
Трудовое воспитание
<p>Уважающий труд, результаты своего труда, труда других людей.</p> <p>Проявляющий интерес к практическому изучению профессий и труда различного рода, в том числе на основе применения предметных знаний.</p> <p>Сознающий важность трудолюбия, обучения труду, накопления навыков трудовой деятельности на протяжении жизни для успешной профессиональной самореализации в российском обществе.</p> <p>Участвующий в решении практических трудовых дел, задач (в семье, общеобразовательной организации, своей местности) технологической и социальной направленности, способный инициировать, планировать и самостоятельно выполнять такого рода деятельность.</p> <p>Выражающий готовность к осознанному выбору и построению индивидуальной траектории образования и жизненных планов с учетом личных и общественных интересов, потребностей.</p>

Экологическое воспитание
<p>Понимающий значение и глобальный характер экологических проблем, путей их решения, значение экологической культуры человека, общества.</p> <p>Сознающий свою ответственность как гражданина и потребителя в условиях взаимосвязи природной, технологической и социальной сред.</p> <p>Выражающий активное неприятие действий, приносящих вред природе.</p> <p>Ориентированный на применение знаний естественных и социальных наук для решения задач в области охраны природы, планирования своих поступков и оценки их возможных последствий для окружающей среды.</p> <p>Участвующий в практической деятельности экологической, природоохранной направленности.</p>
Ценности научного познания
<p>Выражающий познавательные интересы в разных предметных областях с учетом индивидуальных интересов, способностей, достижений.</p> <p>Ориентированный в деятельности на систему научных представлений о закономерностях развития человека, природы и общества, взаимосвязях человека с природной и социальной средой.</p> <p>Развивающий навыки использования различных средств познания, накопления знаний о мире (языковая, читательская культура, деятельность в информационной, цифровой среде).</p> <p>Демонстрирующий навыки наблюдений, накопления фактов, осмысления опыта в естественно-научной и гуманитарной областях познания, исследовательской деятельности.</p>

Целевые ориентиры результатов воспитания на уровне среднего общего образования.

Целевые ориентиры
Гражданское воспитание
<p>Осознанно выражающий свою российскую гражданскую принадлежность (идентичность) в поликультурном, многонациональном и многоконфессиональном российском обществе, в мировом сообществе.</p> <p>Сознающий свое единство с народом России как источником власти и субъектом тысячелетней российской государственности, с Российским государством, ответственность за его развитие в настоящем и будущем на основе исторического просвещения, сформированного российского национального исторического сознания.</p> <p>Проявляющий готовность к защите Родины, способный аргументированно отстаивать суверенитет и достоинство народа России и Российского государства, сохранять и защищать историческую правду.</p> <p>Ориентированный на активное гражданское участие на основе уважения закона и правопорядка, прав и свобод сограждан.</p> <p>Осознанно и деятельно выражающий неприятие любой дискриминации по социальным, национальным, расовым, религиозным признакам, проявлений экстремизма, терроризма, коррупции, антигосударственной деятельности.</p> <p>Обладающий опытом гражданской социально значимой деятельности (в ученическом самоуправлении, волонтерском движении, экологических, военно-патриотических и других объединениях, акциях, программах).</p>
Патриотическое воспитание
<p>Выражающий свою национальную, этническую принадлежность, приверженность к родной культуре, любовь к своему народу.</p> <p>Сознающий причастность к многонациональному народу Российской Федерации, Российскому Отечеству, российскую культурную идентичность.</p> <p>Проявляющий деятельное ценностное отношение к историческому и культурному наследию своего и других народов России, традициям, праздникам, памятникам народов, проживающих в родной стране — России.</p> <p>Проявляющий уважение к соотечественникам, проживающим за рубежом, поддерживающий их права, защиту их интересов в сохранении российской культурной идентичности.</p>

Духовно-нравственное воспитание
<p>Проявляющий приверженность традиционным духовно-нравственным ценностям, культуре народов России с учетом мировоззренческого, национального, конфессионального самоопределения.</p> <p>Действующий и оценивающий свое поведение и поступки, поведение и поступки других людей с позиций традиционных российских духовно-нравственных ценностей и норм с осознанием последствий поступков, деятельно выражающий неприятие антигуманных и асоциальных поступков, поведения, противоречащих этим ценностям.</p> <p>Проявляющий уважение к жизни и достоинству каждого человека, свободе мировоззренческого выбора и самоопределения, к представителям различных этнических групп, религий народов России, их национальному достоинству и религиозным чувствам с учетом соблюдения конституционных прав и свобод всех граждан.</p> <p>Понимающий и деятельно выражающий ценность межрелигиозного, межнационального согласия людей, народов в России, способный вести диалог с людьми разных национальностей, религиозной принадлежности, находить общие цели и сотрудничать для их достижения.</p> <p>Ориентированный на создание устойчивой семьи на основе российских традиционных семейных ценностей; понимании брака как союза мужчины и женщины для создания семьи, рождения и воспитания в семье детей; неприятия насилия в семье, ухода от родительской ответственности.</p> <p>Обладающий сформированными представлениями о ценности и значении в отечественной и мировой культуре языков и литературы народов России, демонстрирующий устойчивый интерес к чтению как средству познания отечественной и мировой духовной культуры.</p>
Эстетическое воспитание
<p>Выражающий понимание ценности отечественного и мирового искусства, российского и мирового художественного наследия.</p> <p>Проявляющий восприимчивость к разным видам искусства, понимание эмоционального воздействия искусства, его влияния на поведение людей, умеющий критически оценивать это влияние.</p> <p>Проявляющий понимание художественной культуры как средства коммуникации и самовыражения в современном обществе, значение нравственных норм, ценностей, традиций в искусстве.</p> <p>Ориентированный на осознанное творческое самовыражение, реализацию творческих способностей в разных видах искусства с учетом российских традиционных духовных и нравственных ценностей, на эстетическое обустройство собственного быта.</p>
Физическое воспитание, формирование культуры здоровья и эмоционального благополучия
<p>Понимающий и выражающий в практической деятельности ценность жизни, здоровья и безопасности, значение личных усилий в сохранении и укреплении своего здоровья и здоровья других людей.</p> <p>Соблюдающий правила личной и общественной безопасности, в том числе безопасного поведения в информационной среде.</p> <p>Выражающий на практике установку на здоровый образ жизни (здоровое питание, соблюдение гигиены, режим занятий и отдыха, физическую активность), стремление к физическому совершенствованию, соблюдающий и пропагандирующий безопасный и здоровый образ жизни.</p> <p>Проявляющий сознательное и обоснованное неприятие вредных привычек (курения, употребления алкоголя, наркотиков, любых форм зависимостей), деструктивного поведения в обществе и цифровой среде, понимание их вреда для физического и психического здоровья.</p> <p>Демонстрирующий навыки рефлексии своего состояния (физического, эмоционального, психологического), состояния других людей с точки зрения безопасности, сознательного управления своим эмоциональным состоянием, развивающий способности адаптироваться к стрессовым ситуациям в общении, в разных коллективах, к меняющимся условиям (социальным, информационным, природным).</p>
Трудовое воспитание
<p>Уважающий труд, результаты труда, трудовые и профессиональные достижения своих земляков, их вклад в развитие своего поселения, края, страны, трудовые достижения российского народа.</p> <p>Проявляющий способность к творческому созидательному социально значимому труду в доступных по возрасту социально-трудовых ролях, в том числе предпринимательской деятельности в условиях самозанятости или наемного труда.</p> <p>Участвующий в социально значимой трудовой деятельности разного вида в семье, общеобразовательной организации, своей местности, в том числе оплачиваемом труде в каникулярные периоды, с учетом соблюдения законодательства.</p> <p>Выражающий осознанную готовность к получению профессионального образования, к непрерывному образованию в течение жизни как условию успешной профессиональной и общественной деятельности.</p> <p>Понимающий специфику трудовой деятельности, регулирования трудовых отношений, самообразования и профессиональной самоподготовки в информационном высокотехнологическом обществе, готовый учиться и трудиться в современном обществе.</p> <p>Ориентированный на осознанный выбор сферы профессиональной трудовой деятельности в российском обществе с учетом личных жизненных планов, потребностей своей семьи, общества.</p>

Экологическое воспитание
<p>Демонстрирующий в поведении сформированность экологической культуры на основе понимания влияния социально-экономических процессов на природу, в том числе на глобальном уровне, ответственность за действия в природной среде.</p> <p>Выражающий деятельное неприятие действий, приносящих вред природе.</p> <p>Применяющий знания естественных и социальных наук для разумного, бережливого природопользования в быту, общественном пространстве.</p> <p>Имеющий и развивающий опыт экологически направленной, природоохранной, ресурсосберегающей деятельности, участвующий в его приобретении другими людьми.</p>
Ценности научного познания
<p>Деятельно выражающий познавательные интересы в разных предметных областях с учетом своих интересов, способностей, достижений.</p> <p>Обладающий представлением о современной научной картине мира, достижениях науки и техники, аргументированно выражающий понимание значения науки в жизни российского общества, обеспечении его безопасности, гуманитарном, социально-экономическом развитии России.</p> <p>Демонстрирующий навыки критического мышления, определения достоверной научной информации и критики антинаучных представлений.</p> <p>Развивающий и применяющий навыки наблюдения, накопления и систематизации фактов, осмысления опыта в естественно-научной и гуманитарной областях познания, исследовательской деятельности.</p>

РАЗДЕЛ 2. СОДЕРЖАТЕЛЬНЫЙ

2.1. Уклад общеобразовательной организации

В данном разделе раскрываются особенности уклада общеобразовательной организации.

Уклад задает порядок жизни общеобразовательной организации и аккумулирует ключевые характеристики, определяющие особенности воспитательного процесса. Уклад общеобразовательной организации удерживает ценности, принципы, нравственную культуру взаимоотношений, традиции воспитания, в основе которых лежат российские базовые ценности, определяет условия и средства воспитания, отражающие самобытный облик общеобразовательной организации и ее репутацию в окружающем образовательном пространстве, социуме.

Ниже приведен примерный перечень ряда основных и дополнительных характеристик, значимых для описания уклада, особенностей условий воспитания в общеобразовательной организации.

Основные характеристики (целесообразно учитывать в описании):

- основные вехи истории общеобразовательной организации, выдающиеся события, деятели в ее истории;
- «миссия» общеобразовательной организации в самосознании ее педагогического коллектива;
- наиболее значимые традиционные дела, события, мероприятия в общеобразовательной организации, составляющие основу воспитательной системы;
- традиции и ритуалы, символика, особые нормы этикета в общеобразовательной организации;

- социальные партнеры общеобразовательной организации, их роль, возможности в развитии, совершенствовании условий воспитания, воспитательной деятельности;
- значимые для воспитания проекты и программы, в которых общеобразовательная организация уже участвует или планирует участвовать (федеральные, региональные, муниципальные, международные, сетевые и др.), включенные в систему воспитательной деятельности;
- реализуемые инновационные, перспективные воспитательные практики, определяющие «уникальность» общеобразовательной организации; результаты их реализации, трансляции в системе образования;
- наличие проблемных зон, дефицитов, препятствий достижению эффективных результатов в воспитательной деятельности и решения этих проблем, отсутствующие или недостаточно выраженные в массовой практике.

Дополнительные характеристики (могут учитываться в описании):

- особенности местоположения и социокультурного окружения общеобразовательной организации, историко-культурная, этнокультурная, конфессиональная специфика населения местности, включенность в историко-культурный контекст территории;
- контингент обучающихся, их семей, его социально-культурные, этнокультурные, конфессиональные и иные особенности, состав (стабильный или нет), наличие и состав обучающихся с особыми образовательными потребностями, с ОВЗ, находящихся в трудной жизненной ситуации и др.;
- организационно-правовая форма общеобразовательной организации, наличие разных уровней общего образования, направленность образовательных программ, в том числе наличие образовательных программ с углубленным изучением учебных предметов;
- режим деятельности общеобразовательной организации, в том числе характеристики по решению участников образовательных отношений (форма обучающихся, организация питания и т. п.);
- наличие вариативных учебных курсов, практик гражданской, духовно-нравственной, социокультурной, экологической и т. д. воспитательной направленности, в том числе включенных в учебные планы по решению участников образовательных отношений, авторских курсов, программ воспитательной направленности, самостоятельно разработанных и реализуемых педагогами общеобразовательной организации.

2.2. Виды, формы и содержание воспитательной деятельности

Виды, формы и содержание воспитательной деятельности в этом разделе планируются, представляются по модулям. Здесь модуль — часть рабочей программы воспитания, в которой описываются виды, формы и содержание воспитательной работы в учебном году в рамках определенного направления деятельности в общеобразовательной организации. Каждый из модулей обладает воспитательным потенциалом с особыми условиями, средствами, возможностями воспитания (урочная деятельность, внеурочная деятельность, взаимодействие с родителями и др.).

В Программе представлены примерные описания воспитательной работы в рамках основных (инвариантных) модулей, согласно правовым условиям реализации общеобразовательных программ (урочная деятельность, внеурочная деятельность и т. д.). Раздел можно дополнить описанием дополнительных (вариативных) модулей, если такая деятельность реализуется в общеобразовательной организации (дополнительное образование, детские общественные объединения, школьные медиа, школьный музей, добровольческая деятельность (волонтерство), школьные спортивные клубы, школьные театры, наставничество), а также описанием иных модулей, разработанных в самой общеобразовательной организации.

Последовательность описания модулей является примерной, в рабочей программе воспитания общеобразовательной организации их можно расположить в последовательности, соответствующей значимости в воспитательной деятельности общеобразовательной организации по самооценке педагогического коллектива.

Урочная деятельность

Реализация воспитательного потенциала уроков (урочной деятельности, аудиторных занятий в рамках максимально допустимой учебной нагрузки) может предусматривать (указываются конкретные позиции, имеющиеся в общеобразовательной организации или запланированные):

- *максимальное использование воспитательных возможностей содержания учебных предметов для формирования у обучающихся российских традиционных духовно-нравственных и социокультурных ценностей, российского исторического сознания на основе исторического просвещения; подбор соответствующего содержания уроков, заданий, вспомогательных материалов, проблемных ситуаций для обсуждений;*
- *включение учителями в рабочие программы по учебным предметам, курсам, модулям целевых ориентиров результатов воспита-*

ния, их учет в определении воспитательных задач уроков, занятий;

- включение учителями в рабочие программы учебных предметов, курсов, модулей тематики в соответствии с календарным планом воспитательной работы;
- выбор методов, методик, технологий, оказывающих воспитательное воздействие на личность в соответствии с воспитательным идеалом, целью и задачами воспитания, целевыми ориентирами результатов воспитания; реализация приоритета воспитания в учебной деятельности;
- привлечение внимания обучающихся к ценностному аспекту изучаемых на уроках предметов, явлений и событий, инициирование обсуждений, высказываний своего мнения, выработки своего личностного отношения к изучаемым событиям, явлениям, лицам;
- применение интерактивных форм учебной работы: интеллектуальных, стимулирующих познавательную мотивацию; игровых методик, дискуссий, дающих возможность приобрести опыт ведения конструктивного диалога; групповой работы, которая учит строить отношения и действовать в команде, способствует развитию критического мышления;
- побуждение обучающихся соблюдать нормы поведения, правила общения со сверстниками и педагогами, соответствующие укладу общеобразовательной организации, установление и поддержка доброжелательной атмосферы;
- организация шефства мотивированных и эрудированных обучающихся над неуспевающими одноклассниками, в том числе с особыми образовательными потребностями, дающего обучающимся социально значимый опыт сотрудничества и взаимной помощи;
- инициирование и поддержку исследовательской деятельности обучающихся, планирование и выполнение индивидуальных и групповых проектов воспитательной направленности.

Внеурочная деятельность

Реализация воспитательного потенциала внеурочной деятельности в целях обеспечения индивидуальных потребностей обучающихся осуществляется в рамках выбранных ими курсов, занятий (указываются конкретные курсы, занятия, другие формы работы в рамках внеурочной деятельности, реализуемые в общеобразовательной организации или запланированные):

- курсы, занятия исторического просвещения, патриотической, гражданско-патриотической, военно-патриотической, краеведческой, историко-культурной направленности;
- курсы, занятия духовно-нравственной направленности по религиозным культурам народов России, основам духовно-нравственной культуры народов России, духовно-историческому краеведению;
- курсы, занятия познавательной, научной, исследовательской, просветительской направленности;
- курсы, занятия экологической, природоохранной направленности;
- курсы, занятия в области искусств, художественного творчества разных видов и жанров;
- курсы, занятия туристско-краеведческой направленности;
- курсы, занятия оздоровительной и спортивной направленности.

Классное руководство

Реализация воспитательного потенциала классного руководства как особого вида педагогической деятельности, направленной, в первую очередь, на решение задач воспитания и социализации обучающихся, может предусматривать (указываются конкретные позиции, имеющиеся в общеобразовательной организации или запланированные):

- планирование и проведение классных часов целевой воспитательной, тематической направленности;
- инициирование и поддержку классными руководителями участия класса в общешкольных делах, мероприятиях, оказание необходимой помощи обучающимся в их подготовке, проведении и анализе;
- организацию интересных и полезных для личностного развития обучающихся совместных дел, позволяющих вовлекать в них обучающихся с разными потребностями, способностями, давать возможности для самореализации, устанавливать и укреплять доверительные отношения, стать для них значимым взрослым, задающим образцы поведения;
- сплочение коллектива класса через игры и тренинги на командообразование, внеучебные и внешкольные мероприятия, походы, экскурсии, празднования дней рождения обучающихся, классные вечера;
- выработку совместно с обучающимися правил поведения класса, участие в выработке таких правил поведения в общеобразовательной организации;

- изучение особенностей личностного развития обучающихся путем наблюдения за их поведением, в специально создаваемых педагогических ситуациях, в играх, беседах по нравственным проблемам; результаты наблюдения сверяются с результатами бесед с родителями, учителями, а также (при необходимости) со школьным психологом;
- доверительное общение и поддержку обучающихся в решении проблем (налаживание взаимоотношений с одноклассниками или педагогами, успеваемость и т. д.), совместный поиск решений проблем, коррекцию поведения обучающихся через частные беседы индивидуально и вместе с их родителями, с другими обучающимися класса;
- индивидуальную работу с обучающимися класса по ведению личных портфолио, в которых они фиксируют свои учебные, творческие, спортивные, личностные достижения;
- регулярные консультации с учителями-предметниками, направленные на формирование единства требований по вопросам воспитания и обучения, предупреждение и/или разрешение конфликтов между учителями и обучающимися;
- проведение мини-педсоветов для решения конкретных проблем класса, интеграции воспитательных влияний педагогов на обучающихся; привлечение учителей-предметников к участию в классных делах, дающих им возможность лучше узнавать и понимать обучающихся, общаясь и наблюдая их во внеучебной обстановке, участвовать в родительских собраниях класса;
- организацию и проведение регулярных родительских собраний, информирование родителей об успехах и проблемах обучающихся, их положении в классе, жизни класса в целом, помощь родителям и иным членам семьи в отношениях с учителями, администрацией;
- создание и организацию работы родительского комитета класса, участвующего в решении вопросов воспитания и обучения в классе, общеобразовательной организации;
- привлечение родителей (законных представителей), членов семей обучающихся к организации и проведению воспитательных дел, мероприятий в классе и общеобразовательной организации;
- проведение в классе праздников, конкурсов, соревнований и т. п.

Основные школьные дела

Реализация воспитательного потенциала основных школьных дел может предусматривать (указываются конкретные позиции, имеющиеся в общеобразовательной организации или запланированные):

- общешкольные праздники, ежегодные творческие (театрализованные, музыкальные, литературные и т. п.) мероприятия, связанные с общероссийскими, региональными праздниками, памятными датами, в которых участвуют все классы;
- участие во всероссийских акциях, посвященных значимым событиям в России, мире;
- торжественные мероприятия, связанные с завершением образования, переходом на следующий уровень образования, символизирующие приобретение новых социальных статусов в общеобразовательной организации, обществе;
- церемонии награждения (по итогам учебного периода, года) обучающихся и педагогов за участие в жизни общеобразовательной организации, достижения в конкурсах, соревнованиях, олимпиадах, вклад в развитие общеобразовательной организации, своей местности;
- социальные проекты в общеобразовательной организации, совместно разрабатываемые и реализуемые обучающимися и педагогами, в том числе с участием социальных партнеров, комплексы дел благотворительной, экологической, патриотической, трудовой и др. направленности;
- проводимые для жителей поселения, своей местности и организуемые совместно с семьями обучающихся праздники, фестивали, представления в связи с памятными датами, значимыми событиями для жителей поселения;
- разновозрастные сборы, многодневные выездные события, включающие в себя комплекс коллективных творческих дел гражданской, патриотической, историко-краеведческой, экологической, трудовой, спортивно-оздоровительной и другой направленности;
- вовлечение по возможности каждого обучающегося в школьные дела в разных ролях (сценаристов, постановщиков, исполнителей, корреспондентов, ведущих, декораторов, музыкальных редакторов, ответственных за костюмы и оборудование, за приглашение и встречу гостей и т. д.), помощь обучающимся в освоении навыков подготовки, проведения, анализа общешкольных дел;
- наблюдение за поведением обучающихся в ситуациях подготовки, проведения, анализа основных школьных дел, мероприятий, их отношениями с обучающимися разных возрастов, с педагогами и другими взрослыми.

Внешкольные мероприятия

Реализация воспитательного потенциала внешкольных мероприятий предусматривает (указываются конкретные позиции, имеющиеся в общеобразовательной организации или запланированные):

- общие внешкольные мероприятия, в том числе организуемые совместно с социальными партнерами общеобразовательной организации;
- внешкольные тематические мероприятия воспитательной направленности, организуемые педагогами по изучаемым в общеобразовательной организации учебным предметам, курсам, модулям;
- экскурсии, походы выходного дня (в музей, картинную галерею, технопарк, на предприятие и др.), организуемые в классах классными руководителями, в том числе совместно с родителями (законными представителями) обучающихся с привлечением их к планированию, организации, проведению, оценке мероприятия;
- литературные, исторические, экологические и другие походы, экскурсии, экспедиции, слёты и т. п., организуемые педагогами, в том числе совместно с родителями (законными представителями) обучающихся для изучения историко-культурных мест, событий, биографий проживавших в этой местности российских поэтов и писателей, деятелей науки, природных и историко-культурных ландшафтов, флоры и фауны и др.;
- выездные события, включающие в себя комплекс коллективных творческих дел, в процессе которых складывается детско-взрослая общность, характеризующаяся доверительными взаимоотношениями, ответственным отношением к делу, атмосферой эмоционально-психологического комфорта.

Организация предметно-пространственной среды

Реализация воспитательного потенциала предметно-пространственной среды может предусматривать совместную деятельность педагогов, обучающихся, других участников образовательных отношений по её созданию, поддержанию, использованию в воспитательном процессе (указываются конкретные позиции, имеющиеся в общеобразовательной организации или запланированные):

- оформление внешнего вида здания, фасада, холла при входе в общеобразовательную организацию государственной символикой Российской Федерации, субъекта Российской Федерации, муниципального образования (флаг, герб), изображениями символики Российского государства в разные периоды тысячелетней истории, исторической символики региона;

- организацию и проведение церемоний поднятия (спуска) государственного флага Российской Федерации;
- размещение карт России, регионов, муниципальных образований (современных и исторических, точных и стилизованных, географических, природных, культурологических, художественно оформленных, в том числе материалами, подготовленными обучающимися) с изображениями значимых культурных объектов местности, региона, России, памятных исторических, гражданских, народных, религиозных мест почитания, портретов выдающихся государственных деятелей России, деятелей культуры, науки, производства, искусства, военных, героев и защитников Отечества;
- изготовление, размещение, обновление художественных изображений (символических, живописных, фотографических, интерактивных аудио и видео) природы России, региона, местности, предметов традиционной культуры и быта, духовной культуры народов России;
- организацию и поддержание в общеобразовательной организации звукового пространства позитивной духовно-нравственной, гражданско-патриотической воспитательной направленности (звонки-мелодии, музыка, информационные сообщения), исполнение гимна Российской Федерации;
- разработку, оформление, поддержание, использование в воспитательном процессе «мест гражданского почитания» (*особенно если общеобразовательная организация носит имя выдающегося исторического деятеля, ученого, героя, защитника Отечества и т. п.*) в помещениях общеобразовательной организации или на прилегающей территории для общественно-гражданского почитания лиц, мест, событий в истории России; мемориалов воинской славы, памятников, памятных досок;
- оформление и обновление «мест новостей», стендов в помещениях (холл первого этажа, рекреации), содержащих в доступной, привлекательной форме новостную информацию позитивного гражданско-патриотического, духовно-нравственного содержания, фотоотчеты об интересных событиях, поздравления педагогов и обучающихся и т. п.;
- разработку и популяризацию символики общеобразовательной организации (эмблема, флаг, логотип, элементы костюма обучающихся и т. п.), используемой как повседневно, так и в торжественные моменты;
- подготовку и размещение регулярно сменяемых экспозиций творческих работ обучающихся в разных предметных областях,

демонстрирующих их способности, знакомящих с работами друг друга;

- поддержание эстетического вида и благоустройство всех помещений в общеобразовательной организации, доступных и безопасных рекреационных зон, озеленение территории при общеобразовательной организации;
- разработку, оформление, поддержание и использование игровых пространств, спортивных и игровых площадок, зон активного и тихого отдыха;
- создание и поддержание в вестибюле или библиотеке стеллажей свободного книгообмена, на которые обучающиеся, родители, педагоги могут выставлять для общего использования свои книги, брать для чтения другие;
- деятельность классных руководителей и других педагогов вместе с обучающимися, их родителями по благоустройству, оформлению школьных аудиторий, пришкольной территории;
- разработку и оформление пространств проведения значимых событий, праздников, церемоний, торжественных линеек, творческих вечеров (событийный дизайн);
- разработку и обновление материалов (стенды, плакаты, инсталляции и др.), акцентирующих внимание обучающихся на важных для воспитания ценностях, правилах, традициях, укладе общеобразовательной организации, актуальных вопросах профилактики и безопасности.

Предметно-пространственная среда строится как максимально доступная для обучающихся с особыми образовательными потребностями.

Взаимодействие с родителями (законными представителями)

Реализация воспитательного потенциала взаимодействия с родителями (законными представителями) обучающихся может предусматривать (указываются конкретные позиции, имеющиеся в общеобразовательной организации или запланированные):

- создание и деятельность в общеобразовательной организации, в классах представительных органов родительского сообщества (родительского комитета общеобразовательной организации, классов), участвующих в обсуждении и решении вопросов воспитания и обучения, деятельность представителей родительского сообщества в Управляющем совете общеобразовательной организации;

- тематические родительские собрания в классах, общешкольные родительские собрания по вопросам воспитания, взаимоотношений обучающихся и педагогов, условий обучения и воспитания;
- родительские дни, в которые родители (законные представители) могут посещать уроки и внеурочные занятия;
- работу семейных клубов, родительских гостиных, предоставляющих родителям, педагогам и обучающимся площадку для совместного досуга и общения, с обсуждением актуальных вопросов воспитания;
- проведение тематических собраний (в том числе по инициативе родителей), на которых родители могут получать советы по вопросам воспитания, консультации психологов, врачей, социальных работников, служителей традиционных российских религий, обмениваться опытом;
- родительские форумы на интернет-сайте общеобразовательной организации, интернет-сообщества, группы с участием педагогов, на которых обсуждаются интересующие родителей вопросы, согласуется совместная деятельность;
- участие родителей в психолого-педагогических консилиумах в случаях, предусмотренных нормативными документами о психолого-педагогическом консилиуме в общеобразовательной организации в соответствии с порядком привлечения родителей (законных представителей);
- привлечение родителей (законных представителей) к подготовке и проведению классных и общешкольных мероприятий;
- при наличии среди обучающихся детей-сирот, оставшихся без попечения родителей, приемных детей целевое взаимодействие с их законными представителями.

Самоуправление

Реализация воспитательного потенциала ученического самоуправления в общеобразовательной организации может предусматривать (указываются конкретные позиции, имеющиеся в общеобразовательной организации или запланированные):

- организацию и деятельность органов ученического самоуправления (совет обучающихся или др.), избранных обучающимися;
- представление органами ученического самоуправления интересов обучающихся в процессе управления общеобразовательной организацией;
- защиту органами ученического самоуправления законных интересов и прав обучающихся;

- участие представителей органов ученического самоуправления в разработке, обсуждении и реализации рабочей программы воспитания, календарного плана воспитательной работы, в анализе воспитательной деятельности в общеобразовательной организации.

Профилактика и безопасность

Реализация воспитательного потенциала профилактической деятельности в целях формирования и поддержки безопасной и комфортной среды в общеобразовательной организации предусматривает (указываются конкретные позиции, имеющиеся в общеобразовательной организации или запланированные):

- организацию деятельности педагогического коллектива по созданию в общеобразовательной организации эффективной профилактической среды обеспечения безопасности жизнедеятельности как условия успешной воспитательной деятельности;
- проведение исследований, мониторинга рисков безопасности и ресурсов повышения безопасности, выделение и психолого-педагогическое сопровождение групп риска обучающихся по разным направлениям (агрессивное поведение, зависимости и др.);
- проведение коррекционно-воспитательной работы с 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. Способами получения информации о состоянии организуемой совместной деятельности обучающихся и педагогических работников могут быть анкетирования и беседы с обучающимися и их родителями (законными представителями), педагогическими работниками, представителями совета обучающихся. Резуль-

таты обсуждаются на заседании методических объединений классных руководителей или педагогическом совете. Внимание сосредоточивается на вопросах, связанных с качеством (*выбираются вопросы, которые помогут проанализировать проделанную работу*):

- реализации воспитательного потенциала урочной деятельности;
- организуемой внеурочной деятельности обучающихся;
- деятельности классных руководителей и их классов;
- проводимых общешкольных основных дел, мероприятий;
- внешкольных мероприятий;
- создания и поддержки предметно-пространственной среды;
- взаимодействия с родительским сообществом;
- деятельности ученического самоуправления;
- деятельности по профилактике и безопасности;
- реализации потенциала социального партнерства;
- деятельности по профориентации обучающихся;
- и т. д. по дополнительным модулям, иным позициям в п. 2.2.

Итог самоанализа — перечень выявленных проблем, над решением которых предстоит работать педагогическому коллективу.

Итоги самоанализа оформляются в виде отчета, составляемого заместителем директора по воспитательной работе (совместно с советником директора по воспитательной работе при его наличии) в конце учебного года, рассматриваются и утверждаются педагогическим советом или иным коллегиальным органом управления в общеобразовательной организации.

Приложение

Примерный календарный план воспитательной работы

Календарный план воспитательной работы (далее — план) разрабатывается в свободной форме с указанием: содержания дел, событий, мероприятий; участвующих классов или иных групп обучающихся; сроков, в том числе сроков подготовки; ответственных лиц.

План обновляется ежегодно к началу очередного учебного года.

При разработке плана учитываются: индивидуальные планы классных руководителей; рабочие программы учителей по изучаемым в общеобразовательной организации учебным предметам, курсам, модулям; планы, рабочие программы учебных курсов, занятий внеурочной деятельности; планы органов самоуправления в общеобразовательной организации, ученического самоуправления, взаимодействия с социальными партнерами согласно договорам, соглашениям с ними; планы

работы психологической службы или школьного психолога, социальных педагогов и другая документация, которая должна соответствовать содержанию плана.

План может разрабатываться один для всей общеобразовательной организации или отдельно по каждому уровню общего образования.

Приведена примерная структура плана. Возможно построение плана по основным направлениям воспитания, по календарным периодам — месяцам, четвертям, триместрам, — или в иной форме.

Планирование дел, событий, мероприятий по классному руководству может осуществляться по индивидуальным планам классных руководителей, по учебной деятельности — по индивидуальным планам работы учителей-предметников с учетом их рабочих программ по учебным предметам, курсам, модулям, форм и видов воспитательной деятельности.

КАЛЕНДАРНЫЙ ПЛАН ВОСПИТАТЕЛЬНОЙ РАБОТЫ ОРГАНИЗАЦИИ на 2022–2023 учебный год				
№	Дела, события, мероприятия	Классы	Сроки	Ответственные
	1. Урочная деятельность			
1	...			
	2. Внеурочная деятельность			
1	...			
	3. Классное руководство			
1	...			
	4. Основные школьные дела			
1	...			
	5. Внешкольные мероприятия			
1	...			
	6. Организация предметно-пространственной среды			
1	...			
	7. Взаимодействие с родителями			
1	...			
	8. Самоуправление			
1	...			
	9. Профилактика и безопасность			
1	...			
	10. Социальное партнерство			
1	...			
	11. 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 Общеевропейскими компетенциями владения иностранным языком)¹.

Данный уровень позволит выпускникам основной школы использовать иностранный язык для продолжения образования на старшей ступени обучения в школе и для дальнейшего самообразования.

Рабочая программа состоит из четырёх разделов: введение; содержание образования по английскому языку для данной ступени школьного образования по годам обучения (5—9 классы), планируемые результаты (личностные, метапредметные результаты освоения учебного предмета «Иностранный (английский) язык» на уровне основного общего образования), предметные результаты по английскому языку по годам обучения (5—9 классы); тематическое планирование по годам обучения (5—9 классы).

СОДЕРЖАНИЕ ОБУЧЕНИЯ УЧЕБНОМУ ПРЕДМЕТУ «АНГЛИЙСКИЙ ЯЗЫК»

5 класс

Коммуникативные умения

Формирование умения общаться в устной и письменной форме, используя рецептивные и продуктивные виды речевой деятельности в рамках тематического содержания речи.

Моя семья. Мои друзья. Семейные праздники: день рождения, Новый год.

Внешность и характер человека/литературного персонажа.

Досуг и увлечения/хобби современного подростка (чтение, кино, спорт).

Здоровый образ жизни: режим труда и отдыха, здоровое питание.

Покупки: одежда, обувь и продукты питания.

Школа, школьная жизнь, школьная форма, изучаемые предметы. Переписка с зарубежными сверстниками.

Каникулы в различное время года. Виды отдыха.

¹ Common European Framework of Reference for Languages: Learning, teaching, assessment. <https://www.coe.int/en/web/common-european-framework-reference-languages>

Природа: дикие и домашние животные. Погода.

Родной город/село. Транспорт.

Родная страна и страна/страны изучаемого языка. Их географическое положение, столицы; достопримечательности, культурные особенности (национальные праздники, традиции, обычаи).

Выдающиеся люди родной страны и страны/стран изучаемого языка: писатели, поэты.

Говорение

Развитие коммуникативных умений *диалогической речи* на базе умений, сформированных в начальной школе:

диалог этикетного характера: начинать, поддерживать и заканчивать разговор (в том числе разговор по телефону); поздравлять с праздником и вежливо реагировать на поздравление; выражать благодарность; вежливо соглашаться на предложение/отказываться от предложения собеседника;

диалог — побуждение к действию: обращаться с просьбой, вежливо соглашаться/не соглашаться выполнить просьбу; приглашать собеседника к совместной деятельности, вежливо соглашаться/не соглашаться на предложение собеседника;

диалог-расспрос: сообщать фактическую информацию, отвечая на вопросы разных видов; запрашивать интересующую информацию.

Вышеперечисленные умения диалогической речи развиваются в стандартных ситуациях неофициального общения в рамках тематического содержания речи класса с опорой на речевые ситуации, ключевые слова и/или иллюстрации, фотографии с соблюдением норм речевого этикета, принятых в стране/странах изучаемого языка.

Объём диалога — до 5 реплик со стороны каждого собеседника.

Развитие коммуникативных умений *монологической речи* на базе умений, сформированных в начальной школе:

- создание устных связных монологических высказываний с использованием основных коммуникативных типов речи:
 - описание (предмета, внешности и одежды человека), в том числе характеристика (черты характера реального человека или литературного персонажа);
 - повествование/сообщение;
- изложение (пересказ) основного содержания прочитанного текста;

- краткое изложение результатов выполненной проектной работы.

Данные умения монологической речи развиваются в стандартных ситуациях неофициального общения в рамках тематического содержания речи с опорой на ключевые слова, вопросы, план и/или иллюстрации, фотографии.

Объём монологического высказывания — 5—6 фраз.

Аудирование

Развитие коммуникативных умений **аудирования** на базе умений, сформированных в начальной школе:

при непосредственном общении: понимание на слух речи учителя и одноклассников и вербальная/невербальная реакция на услышанное;

при опосредованном общении: дальнейшее развитие умений восприятия и понимания на слух несложных адаптированных аутентичных текстов, содержащих отдельные незнакомые слова, с разной глубиной проникновения в их содержание в зависимости от поставленной коммуникативной задачи: с пониманием основного содержания, с пониманием запрашиваемой информации с опорой и без опоры на иллюстрации.

Аудирование с пониманием основного содержания текста предполагает умение определять основную тему и главные факты/события в воспринимаемом на слух тексте; игнорировать незнакомые слова, несущественные для понимания основного содержания.

Аудирование с пониманием запрашиваемой информации предполагает умение выделять запрашиваемую информацию, представленную в эксплицитной (явной) форме, в воспринимаемом на слух тексте.

Тексты для аудирования: диалог (беседа), высказывания собеседников в ситуациях повседневного общения, рассказ, сообщение информационного характера.

Время звучания текста/текстов для аудирования — до 1 минуты.

Смысловое чтение

Развитие сформированных в начальной школе умений читать про себя и понимать учебные и несложные адаптированные аутентичные тексты разных жанров и стилей, содержащие отдельные незнакомые слова, с различной глубиной проникновения в их содержание в зависимости от поставленной коммуни-

кативной задачи: с пониманием основного содержания, с пониманием запрашиваемой информации.

Чтение с пониманием основного содержания текста предполагает умение определять основную тему и главные факты/события в прочитанном тексте, игнорировать незнакомые слова, несущественные для понимания основного содержания.

Чтение с пониманием запрашиваемой информации предполагает умение находить в прочитанном тексте и понимать запрашиваемую информацию, представленную в эксплицитной (явной) форме.

Чтение сплошных текстов (таблиц) и понимание представленной в них информации.

Тексты для чтения: беседа/диалог, рассказ, сказка, сообщение личного характера, отрывок из статьи научно-популярного характера, сообщение информационного характера, стихотворение; сплошной текст (таблица).

Объём текста/текстов для чтения — 180—200 слов.

Письменная речь

Развитие умений письменной речи на базе умений, сформированных в начальной школе:

списывание текста и выписывание из него слов, словосочетаний, предложений в соответствии с решаемой коммуникативной задачей;

написание коротких поздравлений с праздниками (с Новым годом, Рождеством, днём рождения);

заполнение анкет и формуляров: сообщение о себе основных сведений в соответствии с нормами, принятыми в стране/странах изучаемого языка;

написание электронного сообщения личного характера: сообщение кратких сведений о себе; оформление обращения, завершающей фразы и подписи в соответствии с нормами неофициального общения, принятыми в стране/странах изучаемого языка. Объём сообщения — до 60 слов.

Языковые знания и умения

Фонетическая сторона речи

Различение на слух и адекватное, без ошибок, ведущих к сбою в коммуникации, произнесение слов с соблюдением правильного ударения и фраз с соблюдением их ритмико-интонационных особенностей, в том числе отсутствия фразового уда-

рения на служебных словах; чтение новых слов согласно основным правилам чтения.

Чтение вслух небольших адаптированных аутентичных текстов, построенных на изученном языковом материале, с соблюдением правил чтения и соответствующей интонации, демонстрирующее понимание текста.

Тексты для чтения вслух: беседа/диалог, рассказ, отрывок из статьи научно-популярного характера, сообщение информационного характера.

Объём текста для чтения вслух — до 90 слов.

Графика, орфография и пунктуация

Правильное написание изученных слов.

Правильное использование знаков препинания: точки, вопросительного и восклицательного знаков в конце предложения; запятой при перечислении и обращении; апострофа.

Пунктуационно правильное, в соответствии с нормами речевого этикета, принятыми в стране/странах изучаемого языка, оформление электронного сообщения личного характера.

Лексическая сторона речи

Распознавание в письменном и звучащем тексте и употребление в устной и письменной речи лексических единиц (слов, словосочетаний, речевых клише), обслуживающих ситуации общения в рамках тематического содержания речи, с соблюдением существующей в английском языке нормы лексической сочетаемости.

Объём изучаемой лексики: 625 лексических единиц для продуктивного использования (включая 500 лексических единиц, изученных в начальной школе) и 675 лексических единиц для рецептивного усвоения (включая 625 лексических единиц продуктивного минимума).

Основные способы словообразования:

а) аффиксация:

образование имён существительных при помощи суффиксов -er/-or (teacher/visitor), -ist (scientist, tourist), -sion/-tion (discussion/invitation);

образование имён прилагательных при помощи суффиксов -ful (wonderful), -ian/-an (Russian/American);

образование наречий при помощи суффикса -ly (recently);

образование имён прилагательных, имён существительных и наречий при помощи отрицательного префикса un- (unhappy, unreality, unusually).

Грамматическая сторона речи

Распознавание в письменном и звучащем тексте и употребление в устной и письменной речи изученных морфологических форм и синтаксических конструкций английского языка.

Предложения с несколькими обстоятельствами, следующими в определённом порядке.

Вопросительные предложения (альтернативный и разделительный вопросы в Present/Past/Future Simple Tense).

Глаголы в видо-временных формах действительного залога в изъявительном наклонении в Present Perfect Tense в повествовательных (утвердительных и отрицательных) и вопросительных предложениях.

Имена существительные во множественном числе, в том числе имена существительные, имеющие форму только множественного числа.

Имена существительные с причастиями настоящего и прошедшего времени.

Наречия в положительной, сравнительной и превосходной степенях, образованные по правилу, и исключения.

Социокультурные знания и умения

Знание и использование социокультурных элементов речевого поведенческого этикета в стране/странах изучаемого языка в рамках тематического содержания (в ситуациях общения, в том числе «В семье», «В школе», «На улице»).

Знание и использование в устной и письменной речи наиболее употребительной тематической фоновой лексики и реалий в рамках отобранного тематического содержания (некоторые национальные праздники, традиции в проведении досуга и питания).

Знание социокультурного портрета родной страны и страны/стран изучаемого языка: знакомство с традициями проведения основных национальных праздников (Рождества, Нового года и т. д.); с особенностями образа жизни и культуры страны/стран изучаемого языка (известных достопримечательностях, выдающихся людях); с доступными в языковом отношении образцами детской поэзии и прозы на английском языке.

Формирование умений:

писать свои имя и фамилию, а также имена и фамилии своих родственников и друзей на английском языке;

правильно оформлять свой адрес на английском языке (в анкете, формуляре);

кратко представлять Россию и страну/страны изучаемого языка;

кратко представлять некоторые культурные явления родной страны и страны/стран изучаемого языка (основные национальные праздники, традиции в проведении досуга и питании).

Компенсаторные умения

Использование при чтении и аудировании языковой, в том числе контекстуальной, догадки.

Использование в качестве опоры при порождении собственных высказываний ключевых слов, плана.

Игнорирование информации, не являющейся необходимой для понимания основного содержания прочитанного/прослушанного текста или для нахождения в тексте запрашиваемой информации.

6 класс

Коммуникативные умения

Формирование умения общаться в устной и письменной форме, используя рецептивные и продуктивные виды речевой деятельности в рамках тематического содержания речи.

Взаимоотношения в семье и с друзьями. Семейные праздники.

Внешность и характер человека/литературного персонажа.

Досуг и увлечения/хобби современного подростка (чтение, кино, театр, спорт).

Здоровый образ жизни: режим труда и отдыха, фитнес, сбалансированное питание.

Покупки: одежда, обувь и продукты питания.

Школа, школьная жизнь, школьная форма, изучаемые предметы, любимый предмет, правила поведения в школе. Переписка с зарубежными сверстниками.

Переписка с зарубежными сверстниками.

Каникулы в различное время года. Виды отдыха.

Путешествия по России и зарубежным странам.

Природа: дикие и домашние животные. Климат, погода.

Жизнь в городе и сельской местности. Описание родного города/села. Транспорт.

Родная страна и страна/страны изучаемого языка. Их географическое положение, столицы, население; официальные языки, достопримечательности, культурные особенности (национальные праздники, традиции, обычаи).

Выдающиеся люди родной страны и страны/стран изучаемого языка: писатели, поэты, учёные.

Говорение

Развитие коммуникативных умений *диалогической речи*, а именно умений вести:

диалог этикетного характера: начинать, поддерживать и заканчивать разговор, вежливо переспрашивать; поздравлять с праздником, выражать пожелания и вежливо реагировать на поздравление; выражать благодарность; вежливо соглашаться на предложение/отказываться от предложения собеседника;

диалог — побуждение к действию: обращаться с просьбой, вежливо соглашаться/не соглашаться выполнить просьбу; приглашать собеседника к совместной деятельности, вежливо соглашаться/не соглашаться на предложение собеседника, объясняя причину своего решения;

диалог-расспрос: сообщать фактическую информацию, отвечая на вопросы разных видов; выражать своё отношение к обсуждаемым фактам и событиям; запрашивать интересующую информацию; переходить с позиции спрашивающего на позицию отвечающего и наоборот.

Вышеперечисленные умения диалогической речи развиваются в стандартных ситуациях неофициального общения в рамках тематического содержания речи с опорой на речевые ситуации, ключевые слова и/или иллюстрации, фотографии с соблюдением норм речевого этикета, принятых в стране/странах изучаемого языка.

Объём диалога — до 5 реплик со стороны каждого собеседника.

Развитие коммуникативных умений *монологической речи*:

- создание устных связных монологических высказываний с использованием основных коммуникативных типов речи:
 - описание (предмета, внешности и одежды человека), в том числе характеристика (черты характера реального человека или литературного персонажа);
 - повествование/сообщение;
- изложение (пересказ) основного содержания прочитанного текста;
- краткое изложение результатов выполненной проектной работы.

Данные умения монологической речи развиваются в стандартных ситуациях неофициального общения в рамках темати-

ческого содержания речи с опорой на ключевые слова, план, вопросы, таблицы и/или иллюстрации, фотографии.

Объём монологического высказывания — 7—8 фраз.

Аудирование

При непосредственном общении: понимание на слух речи учителя и одноклассников и вербальная/невербальная реакция на услышанное.

При опосредованном общении: дальнейшее развитие восприятия и понимания на слух несложных адаптированных аутентичных аудиотекстов, содержащих отдельные незнакомые слова, с разной глубиной проникновения в их содержание в зависимости от поставленной коммуникативной задачи: с пониманием основного содержания, с пониманием запрашиваемой информации.

Аудирование с пониманием основного содержания текста предполагает умение определять основную тему и главные факты/события в воспринимаемом на слух тексте; игнорировать незнакомые слова, несущественные для понимания основного содержания.

Аудирование с пониманием запрашиваемой информации, предполагает умение выделять запрашиваемую информацию, представленную в эксплицитной (явной) форме, в воспринимаемом на слух тексте.

Тексты для аудирования: высказывания собеседников в ситуациях повседневного общения, диалог (беседа), рассказ, сообщение информационного характера.

Время звучания текста/текстов для аудирования — до 1,5 минуты.

Смысловое чтение

Развитие умения читать про себя и понимать адаптированные аутентичные тексты разных жанров и стилей, содержащие отдельные незнакомые слова, с различной глубиной проникновения в их содержание в зависимости от поставленной коммуникативной задачи: с пониманием основного содержания, с пониманием запрашиваемой информации.

Чтение с пониманием основного содержания текста предполагает умение определять тему/основную мысль, главные факты/события; прогнозировать содержание текста по заголовку/началу текста; игнорировать незнакомые слова, несущественные для понимания основного содержания; понимать интернациональные слова в контексте.

Чтение с пониманием запрашиваемой информации предполагает умения находить в прочитанном тексте и понимать запрашиваемую информацию.

Чтение несплошных текстов (таблиц) и понимание представленной в них информации.

Тексты для чтения: беседа; отрывок из художественного произведения, в том числе рассказ, сказка; отрывок из статьи научно-популярного характера; сообщение информационного характера; сообщение личного характера; объявление; кулинарный рецепт; стихотворение; несплошной текст (таблица).

Объём текста/текстов для чтения — 250—300 слов.

Письменная речь

Развитие умений письменной речи:

списывание текста и выписывание из него слов, словосочетаний, предложений в соответствии с решаемой коммуникативной задачей;

заполнение анкет и формуляров: сообщение о себе основных сведений в соответствии с нормами, принятыми в англоговорящих странах;

написание электронного сообщения личного характера: сообщать краткие сведения о себе; расспрашивать друга/подругу по переписке о его/её увлечениях; выражать благодарность, извинение; оформлять обращение, завершающую фразу и подпись в соответствии с нормами неофициального общения, принятыми в стране/странах изучаемого языка. Объём письма — до 70 слов;

создание небольшого письменного высказывания с опорой на образец, план, иллюстрацию. Объём письменного высказывания — до 70 слов.

Языковые знания и умения

Фонетическая сторона речи

Различение на слух и адекватное, без фонематических ошибок, ведущих к сбою в коммуникации, произнесение слов с соблюдением правильного ударения и фраз с соблюдением их ритмико-интонационных особенностей, в том числе отсутствия фразового ударения на служебных словах; чтение новых слов согласно основным правилам чтения.

Чтение вслух небольших адаптированных аутентичных текстов, построенных на изученном языковом материале, с соблюдением правил чтения и соответствующей интонации, демонстрирующее понимание текста.

Тексты для чтения вслух: сообщение информационного характера, отрывок из статьи научно-популярного характера, рассказ, диалог (беседа).

Объём текста для чтения вслух — до 95 слов.

Графика, орфография и пунктуация

Правильное написание изученных слов.

Правильное использование знаков препинания: точки, вопросительного и восклицательного знаков в конце предложения; запятой при перечислении и обращении; апострофа.

Пунктуационно правильное, в соответствии с нормами речевого этикета, принятыми в стране/странах изучаемого языка, оформление электронного сообщения личного характера.

Лексическая сторона речи

Распознавание в письменном и звучащем тексте и употребление в устной и письменной речи лексических единиц (слов, словосочетаний, речевых клише), обслуживающих ситуации общения в рамках тематического содержания речи, с соблюдением существующей в английском языке нормы лексической сочетаемости.

Распознавание в звучащем и письменном тексте и употребление в устной и письменной речи различных средств связи для обеспечения логичности и целостности высказывания.

Объём: около 750 лексических единиц для продуктивного использования (включая 650 лексических единиц, изученных ранее) и около 800 лексических единиц для рецептивного усвоения (включая 750 лексических единиц продуктивного минимума).

Основные способы словообразования:

аффиксация:

образование имён существительных при помощи суффикса -ing (reading);

образование имён прилагательных при помощи суффиксов -al (typical), -ing (amazing), -less (useless), -ive (impressive).

Синонимы. Антонимы. Интернациональные слова.

Грамматическая сторона речи

Распознавание в письменном и звучащем тексте и употребление в устной и письменной речи изученных морфологических форм и синтаксических конструкций английского языка.

Сложноподчинённые предложения с придаточными определительными с союзными словами who, which, that.

Сложноподчинённые предложения с придаточными времени с союзами *for, since*.

Предложения с конструкциями *as ... as, not so ... as*.

Все типы вопросительных предложений (общий, специальный, альтернативный, разделительный вопросы) в *Present/Past Continuous Tense*.

Глаголы в видо-временных формах действительного залога в изъявительном наклонении в *Present/Past Continuous Tense*.

Модальные глаголы и их эквиваленты (*can/be able to, must/have to, may, should, need*).

Слова, выражающие количество (*little/a little, few/a few*).

Возвратные, неопределённые местоимения (*some, any*) и их производные (*somebody, anybody; something, anything, etc.*) *every* и производные (*everybody, everything, etc.*) в повествовательных (утвердительных и отрицательных) и вопросительных предложениях.

Числительные для обозначения дат и больших чисел (100—1000).

Социокультурные знания и умения

Знание и использование отдельных социокультурных элементов речевого поведенческого этикета в стране/странах изучаемого языка в рамках тематического содержания речи (в ситуациях общения, в том числе «Дома», «В магазине»).

Знание и использование в устной и письменной речи наиболее употребительной тематической фоновой лексики и реалий в рамках тематического содержания (некоторые национальные праздники, традиции в питании и проведении досуга, этикетные особенности посещения гостей).

Знание социокультурного портрета родной страны и страны/стран изучаемого языка: знакомство с государственной символикой (флагом), некоторыми национальными символами; традициями проведения основных национальных праздников (Рождества, Нового года, Дня матери и т. д.); с особенностями образа жизни и культуры страны/стран изучаемого языка (известными достопримечательностями, некоторыми выдающимися людьми); с доступными в языковом отношении образцами детской поэзии и прозы на английском языке.

Развитие умений:

писать свои имя и фамилию, а также имена и фамилии своих родственников и друзей на английском языке;

правильно оформлять свой адрес на английском языке (в анкете, формуляре);

кратко представлять Россию и страну/страны изучаемого языка;

кратко представлять некоторые культурные явления родной страны и страны/стран изучаемого языка (основные национальные праздники, традиции в проведении досуга и питании); наиболее известные достопримечательности;

кратко рассказывать о выдающихся людях родной страны и страны/стран изучаемого языка (учёных, писателях, поэтах).

Компенсаторные умения

Использование при чтении и аудировании языковой догадки, в том числе контекстуальной.

Использование в качестве опоры при порождении собственных высказываний ключевых слов, плана.

Игнорирование информации, не являющейся необходимой для понимания основного содержания прочитанного/прослушанного текста или для нахождения в тексте запрашиваемой информации.

Сравнение (в том числе установление основания для сравнения) объектов, явлений, процессов, их элементов и основных функций в рамках изученной тематики.

7 класс

Коммуникативные умения

Формирование умения общаться в устной и письменной форме, используя рецептивные и продуктивные виды речевой деятельности в рамках тематического содержания речи.

Взаимоотношения в семье и с друзьями. Семейные праздники. Обязанности по дому.

Внешность и характер человека/литературного персонажа.

Досуг и увлечения/хобби современного подростка (чтение, кино, театр, музей, спорт, музыка).

Здоровый образ жизни: режим труда и отдыха, фитнес, сбалансированное питание.

Покупки: одежда, обувь и продукты питания.

Школа, школьная жизнь, школьная форма, изучаемые предметы, любимый предмет, правила поведения в школе, посещение школьной библиотеки/ресурсного центра. Переписка с зарубежными сверстниками.

Каникулы в различное время года. Виды отдыха. Путешествия по России и зарубежным странам.

Природа: дикие и домашние животные. Климат, погода.

Жизнь в городе и сельской местности. Описание родного города/села. Транспорт.

Средства массовой информации (телевидение, журналы, Интернет).

Родная страна и страна/страны изучаемого языка. Их географическое положение, столицы; население; официальные языки; достопримечательности, культурные особенности (национальные праздники, традиции, обычаи).

Выдающиеся люди родной страны и страны/стран изучаемого языка: учёные, писатели, поэты, спортсмены.

Говорение

Развитие коммуникативных умений *диалогической речи*, а именно умений вести: диалог этикетного характера, диалог — побуждение к действию, диалог-расспрос; комбинированный диалог, включающий различные виды диалогов:

диалог этикетного характера: начинать, поддерживать и заканчивать разговор, вежливо переспрашивать; поздравлять с праздником, выражать пожелания и вежливо реагировать на поздравление; выражать благодарность; вежливо соглашаться на предложение/отказываться от предложения собеседника;

диалог — побуждение к действию: обращаться с просьбой, вежливо соглашаться/не соглашаться выполнить просьбу; приглашать собеседника к совместной деятельности, вежливо соглашаться/не соглашаться на предложение собеседника, объясняя причину своего решения;

диалог-расспрос: сообщать фактическую информацию, отвечая на вопросы разных видов; выражать своё отношение к обсуждаемым фактам и событиям; запрашивать интересующую информацию; переходить с позиции спрашивающего на позицию отвечающего и наоборот.

Названные умения диалогической речи развиваются в стандартных ситуациях неофициального общения в рамках тематического содержания речи с использованием ключевых слов, речевых ситуаций и/или иллюстраций, фотографий с соблюдением норм речевого этикета, принятых в стране/странах изучаемого языка.

Объём диалога — до 6 реплик со стороны каждого собеседника.

Развитие коммуникативных умений *монологической речи*:

- создание устных связных монологических высказываний с использованием основных коммуникативных типов речи:
- описание (предмета, местности, внешности и одежды человека), в том числе характеристика (черты характера реального человека или литературного персонажа);
- повествование/сообщение;
- изложение (пересказ) основного содержания прочитанного/прослушанного текста;
- краткое изложение результатов выполненной проектной работы.

Данные умения монологической речи развиваются в стандартных ситуациях неофициального общения в рамках тематического содержания речи с опорой на ключевые слова, план, вопросы и/или иллюстрации, фотографии, таблицы.

Объём монологического высказывания — 8—9 фраз.

Аудирование

При непосредственном общении: понимание на слух речи учителя и одноклассников и вербальная/невербальная реакция на услышанное.

При опосредованном общении: дальнейшее развитие восприятия и понимания на слух несложных аутентичных текстов, содержащих отдельные незнакомые слова, с разной глубиной проникновения в их содержание в зависимости от поставленной коммуникативной задачи: с пониманием основного содержания; с пониманием запрашиваемой информации.

Аудирование с пониманием основного содержания текста предполагает умение определять основную тему/идею и главные факты/события в воспринимаемом на слух тексте; игнорировать незнакомые слова, не существенные для понимания основного содержания.

Аудирование с пониманием запрашиваемой информации предполагает умение выделять запрашиваемую информацию, представленную в эксплицитной (явной) форме, в воспринимаемом на слух тексте.

Тексты для аудирования: диалог (беседа), высказывания собеседников в ситуациях повседневного общения, рассказ, сообщение информационного характера.

Время звучания текста/текстов для аудирования — до 1,5 минуты.

Смысловое чтение

Развитие умения читать про себя и понимать несложные аутентичные тексты разных жанров и стилей, содержащие отдельные незнакомые слова, с различной глубиной проникновения в их содержание в зависимости от поставленной коммуникативной задачи: с пониманием основного содержания; с пониманием нужной/запрашиваемой информации; с полным пониманием содержания текста.

Чтение с пониманием основного содержания текста предполагает умение определять тему/основную мысль, главные факты/события; прогнозировать содержание текста по заголовку/началу текста; последовательность главных фактов/событий; умение игнорировать незнакомые слова, несущественные для понимания основного содержания; понимать интернациональные слова.

Чтение с пониманием нужной/запрашиваемой информации предполагает умение находить в прочитанном тексте и понимать запрашиваемую информацию.

Чтение с полным пониманием предполагает полное и точное понимание информации, представленной в тексте, в эксплицитной (явной) форме.

Чтение несплошных текстов (таблиц, диаграмм) и понимание представленной в них информации.

Тексты для чтения: интервью; диалог (беседа); отрывок из художественного произведения, в том числе рассказа; отрывок из статьи научно-популярного характера; сообщение информационного характера; объявление; кулинарный рецепт; сообщение личного характера; стихотворение; несплошной текст (таблица, диаграмма).

Объём текста/текстов для чтения — до 350 слов.

Письменная речь

Развитие умений письменной речи:

списывание текста и выписывание из него слов, словосочетаний, предложений в соответствии с решаемой коммуникативной задачей; составление плана прочитанного текста;

заполнение анкет и формуляров: сообщение о себе основных сведений в соответствии с нормами, принятыми в стране/странах изучаемого языка;

написание электронного сообщения личного характера: сообщать краткие сведения о себе, расспрашивать друга/подругу по переписке о его/её увлечениях, выражать благодарность, из-

винение, просьбу; оформлять обращение, завершающую фразу и подпись в соответствии с нормами неофициального общения, принятыми в стране/странах изучаемого языка. Объём письма — до 90 слов;

создание небольшого письменного высказывания с опорой на образец, план, таблицу. Объём письменного высказывания — до 90 слов.

Языковые знания и умения

Фонетическая сторона речи

Различение на слух и адекватное, без фонематических ошибок, ведущих к сбою в коммуникации, произнесение слов с соблюдением правильного ударения и фраз с соблюдением их ритмико-интонационных особенностей, в том числе отсутствия фразового ударения на служебных словах; чтение новых слов согласно основным правилам чтения.

Чтение вслух небольших аутентичных текстов, построенных на изученном языковом материале, с соблюдением правил чтения и соответствующей интонации, демонстрирующее понимание текста.

Тексты для чтения вслух: диалог (беседа), рассказ, сообщение информационного характера, отрывок из статьи научно-популярного характера.

Объём текста для чтения вслух — до 100 слов.

Графика, орфография и пунктуация

Правильное написание изученных слов.

Правильное использование знаков препинания: точки, вопросительного и восклицательного знаков в конце предложения; запятой при перечислении и обращении; апострофа.

Пунктуационно правильное, в соответствии с нормами речевого этикета, принятыми в стране/странах изучаемого языка, оформление электронного сообщения личного характера.

Лексическая сторона речи

Распознавание в письменном и звучащем тексте и употребление в устной и письменной речи лексических единиц (слов, словосочетаний, речевых клише), обслуживающих ситуации общения в рамках тематического содержания речи, с соблюдением существующей в английском языке нормы лексической сочетаемости.

Распознавание в звучащем и письменном тексте и употребление в устной и письменной речи различных средств связи для обеспечения логичности и целостности высказывания.

Объём — 900 лексических единиц для продуктивного использования (включая 750 лексических единиц, изученных ранее) и 1000 лексических единиц для рецептивного усвоения (включая 900 лексических единиц продуктивного минимума).

Основные способы словообразования:

а) аффиксация:

образование имён существительных при помощи префикса un- (unreality) и при помощи суффиксов: -ment (development), -ness (darkness);

образование имён прилагательных при помощи суффиксов -ly (friendly), -ous (famous), -y (busy);

образование имён прилагательных и наречий при помощи префиксов in-/im- (informal, independently, impossible);

б) словосложение:

образование сложных прилагательных путём соединения основы прилагательного с основой существительного с добавлением суффикса -ed (blue-eyed).

Многозначные лексические единицы. Синонимы. Антонимы. Интернациональные слова. Наиболее частотные фразовые глаголы.

Грамматическая сторона речи

Распознавание в письменном и звучащем тексте и употребление в устной и письменной речи изученных морфологических форм и синтаксических конструкций английского языка.

Предложения со сложным дополнением (Complex Object).

Условные предложения реального (Conditional 0, Conditional I) характера;

предложения с конструкцией to be going to + инфинитив и формы Future Simple Tense и Present Continuous Tense для выражения будущего действия.

Конструкция used to + инфинитив глагола.

Глаголы в наиболее употребительных формах страдательного залога (Present/Past Simple Passive).

Предлоги, употребляемые с глаголами в страдательном залоге.

Модальный глагол might.

Наречия, совпадающие по форме с прилагательными (fast, high; early).

Местоимения other/another, both, all, one.

Количественные числительные для обозначения больших чисел (до 1 000 000).

Социокультурные знания и умения

Знание и использование отдельных социокультурных элементов речевого поведенческого этикета в стране/странах изучаемого языка в рамках тематического содержания (в ситуациях общения, в том числе «В городе», «Проведение досуга», «Во время путешествия»).

Знание и использование в устной и письменной речи наиболее употребительной тематической фоновой лексики и реалий в рамках отобранного тематического содержания (основные национальные праздники, традиции в питании и проведении досуга, система образования).

Социокультурный портрет родной страны и страны/стран изучаемого языка: знакомство с традициями проведения основных национальных праздников (Рождества, Нового года, Дня матери и т. д.); с особенностями образа жизни и культуры страны/стран изучаемого языка (известными достопримечательностями; некоторыми выдающимися людьми); с доступными в языковом отношении образцами поэзии и прозы для подростков на английском языке.

Развитие умений:

писать свои имя и фамилию, а также имена и фамилии своих родственников и друзей на английском языке;

правильно оформлять свой адрес на английском языке (в анкете);

правильно оформлять электронное сообщение личного характера в соответствии с нормами неофициального общения, принятыми в стране/странах изучаемого языка;

кратко представлять Россию и страну/страны изучаемого языка;

кратко представлять некоторые культурные явления родной страны и страны/стран изучаемого языка (основные национальные праздники, традиции в проведении досуга и питании); наиболее известные достопримечательности;

кратко рассказывать о выдающихся людях родной страны и страны/стран изучаемого языка (учёных, писателях, поэтах, спортсменах).

Компенсаторные умения

Использование при чтении и аудировании языковой, в том числе контекстуальной, догадки; при непосредственном общении догадываться о значении незнакомых слов с помощью используемых собеседником жестов и мимики.

Переспрашивать, просить повторить, уточняя значение незнакомых слов.

Использование в качестве опоры при порождении собственных высказываний ключевых слов, плана.

Игнорирование информации, не являющейся необходимой для понимания основного содержания прочитанного/прослушанного текста или для нахождения в тексте запрашиваемой информации.

Сравнение (в том числе установление основания для сравнения) объектов, явлений, процессов, их элементов и основных функций в рамках изученной тематики.

8 класс

Коммуникативные умения

Формирование умения общаться в устной и письменной форме, используя рецептивные и продуктивные виды речевой деятельности в рамках тематического содержания речи.

Взаимоотношения в семье и с друзьями.

Внешность и характер человека/литературного персонажа.

Досуг и увлечения/хобби современного подростка (чтение, кино, театр, музей, спорт, музыка).

Здоровый образ жизни: режим труда и отдыха, фитнес, сбалансированное питание. Посещение врача.

Покупки: одежда, обувь и продукты питания. Карманные деньги.

Школа, школьная жизнь, школьная форма, изучаемые предметы и отношение к ним. Посещение школьной библиотеки/ресурсного центра. Переписка с зарубежными сверстниками.

Виды отдыха в различное время года. Путешествия по России и зарубежным странам.

Природа: флора и фауна. Проблемы экологии. Климат, погода. Стихийные бедствия.

Условия проживания в городской/сельской местности. Транспорт.

Средства массовой информации (телевидение, радио, пресса, Интернет).

Родная страна и страна/страны изучаемого языка. Их географическое положение, столицы; население; официальные языки; достопримечательности, культурные особенности (национальные праздники, традиции, обычаи).

Выдающиеся люди родной страны и страны/стран изучаемого языка: учёные, писатели, поэты, художники, музыканты, спортсмены.

Говорение

Развитие коммуникативных умений *диалогической речи*, а именно умений вести разные виды диалогов (диалог этикетного характера, диалог — побуждение к действию, диалог-расспрос; комбинированный диалог, включающий различные виды диалогов):

диалог этикетного характера: начинать, поддерживать и заканчивать разговор, вежливо переспрашивать; поздравлять с праздником, выражать пожелания и вежливо реагировать на поздравление; выражать благодарность; вежливо соглашаться на предложение/отказываться от предложения собеседника;

диалог — побуждение к действию: обращаться с просьбой, вежливо соглашаться/не соглашаться выполнить просьбу; приглашать собеседника к совместной деятельности, вежливо соглашаться/не соглашаться на предложение собеседника, объясняя причину своего решения;

диалог-расспрос: сообщать фактическую информацию, отвечая на вопросы разных видов; выражать своё отношение к обсуждаемым фактам и событиям; запрашивать интересующую информацию; переходить с позиции спрашивающего на позицию отвечающего и наоборот.

Названные умения диалогической речи развиваются в стандартных ситуациях неофициального общения в рамках тематического содержания речи с использованием ключевых слов, речевых ситуаций и/или иллюстраций, фотографий с соблюдением нормы речевого этикета, принятых в стране/странах изучаемого языка.

Объём диалога — до 7 реплик со стороны каждого собеседника.

Развитие коммуникативных умений *монологической речи*:

создание устных связных монологических высказываний с использованием основных коммуникативных типов речи:

- описание (предмета, местности, внешности и одежды человека), в том числе характеристика (черты характера реального человека или литературного персонажа);
- повествование/сообщение;
 - выражение и аргументирование своего мнения по отношению к услышанному/прочитанному;
 - изложение (пересказ) основного содержания прочитанного/прослушанного текста;
 - составление рассказа по картинкам;
 - изложение результатов выполненной проектной работы.

Данные умения монологической речи развиваются в стандартных ситуациях неофициального общения в рамках тематического содержания речи с опорой на вопросы, ключевые слова, план и/или иллюстрации, фотографии, таблицы.

Объём монологического высказывания — 9—10 фраз.

Аудирование

При непосредственном общении: понимание на слух речи учителя и одноклассников и вербальная/невербальная реакция на услышанное; использование переспрос или просьбу повторить для уточнения отдельных деталей.

При опосредованном общении: дальнейшее развитие восприятия и понимания на слух несложных аутентичных текстов, содержащих отдельные неизученные языковые явления, с разной глубиной проникновения в их содержание в зависимости от поставленной коммуникативной задачи: с пониманием основного содержания; с пониманием нужной/интересующей/запрашиваемой информации.

Аудирование с пониманием основного содержания текста предполагает умение определять основную тему/идею и главные факты/события в воспринимаемом на слух тексте, отделять главную информацию от второстепенной, прогнозировать содержание текста по началу сообщения; игнорировать незнакомые слова, не существенные для понимания основного содержания.

Аудирование с пониманием нужной/интересующей/запрашиваемой информации предполагает умение выделять нужную/интересующую/запрашиваемую информацию, представленную в эксплицитной (явной) форме, в воспринимаемом на слух тексте.

Тексты для аудирования: диалог (беседа), высказывания собеседников в ситуациях повседневного общения, рассказ, сообщение информационного характера.

Время звучания текста/текстов для аудирования — до 2 минут.

Смысловое чтение

Развитие умения читать про себя и понимать несложные аутентичные тексты разных жанров и стилей, содержащие отдельные неизученные языковые явления, с различной глубиной проникновения в их содержание в зависимости от поставленной коммуникативной задачи: с пониманием основного содержания; с пониманием нужной/интересующей/запрашиваемой информации; с полным пониманием содержания.

Чтение *с пониманием основного содержания текста* предполагает умения: определять тему/основную мысль, выделять главные факты/события (опуская второстепенные); прогнозировать содержание текста по заголовку/началу текста; определять логическую последовательность главных фактов, событий; игнорировать незнакомые слова, несущественные для понимания основного содержания; понимать интернациональные слова.

Чтение *с пониманием нужной/интересующей/запрашиваемой информации* предполагает умение находить прочитанном тексте и понимать запрашиваемую информацию, представленную в эксплицитной (явной) форме; оценивать найденную информацию с точки зрения её значимости для решения коммуникативной задачи.

Чтение несплошных текстов (таблиц, диаграмм, схем) и понимание представленной в них информации.

Чтение *с полным пониманием содержания* несложных аутентичных текстов, содержащих отдельные неизученные языковые явления. В ходе чтения с полным пониманием формируются и развиваются умения полно и точно понимать текст на основе его информационной переработки (смыслового и структурного анализа отдельных частей текста, выборочного перевода), устанавливать причинно-следственную взаимосвязь изложенных в тексте фактов и событий, восстанавливать текст из разрозненных абзацев.

Тексты для чтения: интервью, диалог (беседа), рассказ, отрывок из художественного произведения, отрывок из статьи научно-популярного характера, сообщение информационного характера, объявление, кулинарный рецепт, меню, электронное сообщение личного характера, стихотворение.

Объём текста/текстов для чтения — 350—500 слов.

Письменная речь

Развитие умений письменной речи:

составление плана/тезисов устного или письменного сообщения;

заполнение анкет и формуляров: сообщение о себе основных сведений в соответствии с нормами, принятыми в стране/странах изучаемого языка;

написание электронного сообщения личного характера: сообщать краткие сведения о себе, излагать различные события, делиться впечатлениями, выражать благодарность/извинения/просьбу, запрашивать интересующую информацию; оформлять обращение, завершающую фразу и подпись в соответствии с нормами неофициального общения, принятыми в стране/странах изучаемого языка. Объем письма — до 110 слов;

создание небольшого письменного высказывания с опорой на образец, план, таблицу и/или прочитанный/прослушанный текст. Объем письменного высказывания — до 110 слов.

Языковые знания и умения

Фонетическая сторона речи

Различение на слух и адекватное, без фонематических ошибок, ведущих к сбою в коммуникации, произнесение слов с соблюдением правильного ударения и фраз с соблюдением их ритмико-интонационных особенностей, в том числе отсутствия фразового ударения на служебных словах; чтение новых слов согласно основным правилам чтения.

Чтение вслух небольших аутентичных текстов, построенных на изученном языковом материале, с соблюдением правил чтения и соответствующей интонации, демонстрирующее понимание текста.

Тексты для чтения вслух: сообщение информационного характера, отрывок из статьи научно-популярного характера, рассказ, диалог (беседа).

Объем текста для чтения вслух — до 110 слов.

Графика, орфография и пунктуация

Правильное написание изученных слов.

Правильное использование знаков препинания: точки, вопросительного и восклицательного знаков в конце предложения; запятой при перечислении и обращении; при вводных сло-

вах, обозначающих порядок мыслей и их связь (например, в английском языке: firstly/first of all, secondly, finally; on the one hand, on the other hand); апострофа.

Пунктуационно правильно в соответствии с нормами речевого этикета, принятыми в стране/странах изучаемого языка, оформлять электронное сообщение личного характера.

Лексическая сторона речи

Распознавание в письменном и звучащем тексте и употребление в устной и письменной речи лексических единиц (слов, словосочетаний, речевых клише), обслуживающих ситуации общения в рамках тематического содержания речи, с соблюдением существующей в английском языке нормы лексической сочетаемости.

Объём — 1050 лексических единиц для продуктивного использования (включая лексические единицы, изученные ранее) и 1250 лексических единиц для рецептивного усвоения (включая 1050 лексических единиц продуктивного минимума).

Основные способы словообразования:

а) аффиксация:

образование имен существительных при помощи суффиксов: -ance/-ence (performance/residence); -ity (activity); -ship (friendship);

образование имен прилагательных при помощи префикса inter- (international);

образование имен прилагательных при помощи -ed и -ing (interested—interesting);

б) конверсия:

образование имени существительного от неопределённой формы глагола (to walk — a walk);

образование глагола от имени существительного (a present — to present);

образование имени существительного от прилагательного (rich — the rich);

Многозначные лексические единицы. Синонимы. Антонимы. Интернациональные слова. Наиболее частотные фразовые глаголы. Сокращения и аббревиатуры.

Различные средства связи в тексте для обеспечения его целостности (firstly, however, finally, at last, etc.).

Грамматическая сторона речи

Распознавание в письменном и звучащем тексте и употребление в устной и письменной речи изученных морфологических форм и синтаксических конструкций английского языка.

Предложения со сложным дополнением (Complex Object) (I saw her cross/crossing the road.).

Повествовательные (утвердительные и отрицательные), вопросительные и побудительные предложения в косвенной речи в настоящем и прошедшем времени.

Все типы вопросительных предложений в Past Perfect Tense.

Согласование времен в рамках сложного предложения.

Согласование подлежащего, выраженного собирательным существительным (family, police) со сказуемым.

Конструкции с глаголами на -ing: to love/hate doing something.

Конструкции, содержащие глаголы-связки to be/to look/to feel/to seem.

Конструкции be/get used to + инфинитив глагола; be/get used to + инфинитив глагола; be/get used to doing something; be/get used to something.

Конструкция both ... and

Конструкции с глаголами to stop, to remember, to forget (пазница в значении to stop doing smth и to stop to do smth).

Глаголы в видо-временных формах действительного залога в изъявительном наклонении (Past Perfect Tense, Present Perfect Continuous Tense, Future-in-the-Past).

Модальные глаголы в косвенной речи в настоящем и прошедшем времени.

Неличные формы глагола (инфинитив, герундий, причастия настоящего и прошедшего времени).

Наречия too — enough.

Отрицательные местоимения no (и его производные nobody, nothing, etc.), none.

Социокультурные знания и умения

Осуществление межличностного и межкультурного общения с использованием знаний о национально-культурных особенностях своей страны и страны/стран изучаемого языка, основных социокультурных элементов речевого поведенческого этикета в англоязычной среде; знание и использование в устной и письменной речи наиболее употребительной тематической фоновой лексики и реалий в рамках тематического содержания.

Понимание речевых различий в ситуациях официального и неофициального общения в рамках отобранного тематического содержания и использование лексико-грамматических средств с их учётом.

Социокультурный портрет родной страны и страны/стран изучаемого языка: знакомство с традициями проведения основных национальных праздников (Рождества, Нового года, Дня матери, Дня благодарения и т. д.); с особенностями образа жизни и культуры страны/стран изучаемого языка (известными достопримечательностями; некоторыми выдающимися людьми); с доступными в языковом отношении образцами поэзии и прозы для подростков на английском языке.

Осуществление межличностного и межкультурного общения с использованием знаний о национально-культурных особенностях своей страны и страны/стран изучаемого языка.

Соблюдение нормы вежливости в межкультурном общении.

Знание социокультурного портрета родной страны и страны/стран изучаемого языка: символики, достопримечательностей; культурных особенностей (национальные праздники, традиции), образцов поэзии и прозы, доступных в языковом отношении.

Развитие умений:

кратко представлять Россию и страну/страны изучаемого языка (культурные явления, события, достопримечательности);

кратко рассказывать о некоторых выдающихся людях родной страны и страны/стран изучаемого языка (учёных, писателях, поэтах, художниках, музыкантах, спортсменах и т. д.);

оказывать помощь зарубежным гостям в ситуациях повседневного общения (объяснить местонахождение объекта, сообщить возможный маршрут и т. д.).

Компенсаторные умения

Использование при чтении и аудировании языковой, в том числе контекстуальной, догадки; использование при говорении и письме перифраз/толкование, синонимические средства, описание предмета вместо его названия; при непосредственном общении догадываться о значении незнакомых слов с помощью используемых собеседником жестов и мимики.

Переспрашивать, просить повторить, уточняя значение незнакомых слов.

Использование в качестве опоры при порождении собственных высказываний ключевых слов, плана.

Игнорирование информации, не являющейся необходимой для понимания основного содержания прочитанного/прослушанного текста или для нахождения в тексте запрашиваемой информации.

Сравнение (в том числе установление основания для сравнения) объектов, явлений, процессов, их элементов и основных функций в рамках изученной тематики.

9 класс

Коммуникативные умения

Формирование умения общаться в устной и письменной форме, используя рецептивные и продуктивные виды речевой деятельности в рамках тематического содержания речи.

Взаимоотношения в семье и с друзьями. Конфликты и их решение.

Внешность и характер человека/литературного персонажа.

Досуг и увлечения/хобби современного подростка (чтение, кино, театр, музыка, музей, спорт, живопись; компьютерные игры). Роль книги в жизни подростка.

Здоровый образ жизни: режим труда и отдыха, фитнес, сбалансированное питание. Посещение врача.

Покупки: одежда, обувь и продукты питания. Карманные деньги. Молодёжная мода.

Школа, школьная жизнь, изучаемые предметы и отношение к ним. Взаимоотношения в школе: проблемы и их решение. Переписка с зарубежными сверстниками.

Виды отдыха в различное время года. Путешествия по России и зарубежным странам. Транспорт.

Природа: флора и фауна. Проблемы экологии. Защита окружающей среды. Климат, погода. Стихийные бедствия.

Средства массовой информации (телевидение, радио, пресса, Интернет).

Родная страна и страна/страны изучаемого языка. Их географическое положение, столицы и крупные города, регионы; население; официальные языки; достопримечательности, культурные особенности (национальные праздники, знаменательные даты, традиции, обычаи); страницы истории.

Выдающиеся люди родной страны и страны/стран изучаемого языка, их вклад в науку и мировую культуру: государствен-

ные деятели, учёные, писатели, поэты, художники, музыканты, спортсмены.

Говорение

Развитие коммуникативных умений *диалогической речи*, а именно умений вести комбинированный диалог, включающий различные виды диалогов (этикетный диалог, диалог — побуждение к действию, диалог-расспрос); диалог — обмен мнениями:

диалог этикетного характера: начинать, поддерживать и заканчивать разговор, вежливо переспрашивать; поздравлять с праздником, выражать пожелания и вежливо реагировать на поздравление; выражать благодарность; вежливо соглашаться на предложение/отказываться от предложения собеседника;

диалог — побуждение к действию: обращаться с просьбой, вежливо соглашаться/не соглашаться выполнить просьбу; приглашать собеседника к совместной деятельности, вежливо соглашаться/не соглашаться на предложение собеседника, объясняя причину своего решения;

диалог-расспрос: сообщать фактическую информацию, отвечая на вопросы разных видов; выражать своё отношение к обсуждаемым фактам и событиям; запрашивать интересующую информацию; переходить с позиции спрашивающего на позицию отвечающего и наоборот;

диалог — обмен мнениями: выражать свою точку зрения и обосновывать её, высказывать своё согласие/несогласие с точкой зрения собеседника, выражать сомнение, давать эмоциональную оценку обсуждаемым событиям: восхищение, удивление, радость, огорчение и т. д.).

Названные умения диалогической речи развиваются в стандартных ситуациях неофициального общения в рамках тематического содержания речи с использованием ключевых слов, речевых ситуаций и/или иллюстраций, фотографий или без опор с соблюдением норм речевого этикета, принятых в стране/странах изучаемого языка.

Объём диалога — до 8 реплик со стороны каждого собеседника в рамках комбинированного диалога; до 6 реплик со стороны каждого собеседника в рамках диалога — обмена мнениями.

Развитие коммуникативных умений *монологической речи*: создание устных связных монологических высказываний с использованием основных коммуникативных типов речи:

- описание (предмета, местности, внешности и одежды человека), в том числе характеристика (черты характера реального человека или литературного персонажа);
- повествование/сообщение;
- рассуждение;
- выражение и краткое аргументирование своего мнения по отношению к услышанному/прочитанному;
- изложение (пересказ) основного содержания прочитанного/прослушанного текста с выражением своего отношения к событиям и фактам, изложенным в тексте;
- составление рассказа по картинкам;
- изложение результатов выполненной проектной работы.

Данные умения монологической речи развиваются в стандартных ситуациях неофициального общения в рамках тематического содержания речи с опорой на вопросы, ключевые слова, план и/или иллюстрации, фотографии, таблицы или без опоры.

Объём монологического высказывания — 10—12 фраз.

Аудирование

При непосредственном общении: понимание на слух речи учителя и одноклассников и вербальная/невербальная реакция на услышанное; использование переспрос или просьбу повторить для уточнения отдельных деталей.

При опосредованном общении: дальнейшее развитие восприятия и понимания на слух несложных аутентичных текстов, содержащих отдельные неизученные языковые явления, с разной глубиной проникновения в их содержание в зависимости от поставленной коммуникативной задачи: с пониманием основного содержания; с пониманием нужной/интересующей/запрашиваемой информации.

Аудирование с пониманием основного содержания текста предполагает умение определять основную тему/идею и главные факты/события в воспринимаемом на слух тексте, выделять главную информацию от второстепенной, прогнозировать содержание текста по началу сообщения; игнорировать незнакомые слова, несущественные для понимания основного содержания.

Аудирование с пониманием нужной/интересующей/запрашиваемой информации предполагает умение выделять нужную/интересующую/запрашиваемую информацию, представленную в эксплицитной (явной) форме, в воспринимаемом на слух тексте.

Тексты для аудирования: диалог (беседа), высказывания собеседников в ситуациях повседневного общения, рассказ, сообщение информационного характера.

Языковая сложность текстов для аудирования должна соответствовать базовому уровню (A2 — допороговому уровню по общеевропейской шкале).

Время звучания текста/текстов для аудирования — до 2 минут.

Смысловое чтение

Развитие умения читать про себя и понимать несложные аутентичные тексты разных жанров и стилей, содержащие отдельные неизученные языковые явления, с различной глубиной проникновения в их содержание в зависимости от поставленной коммуникативной задачи: с пониманием основного содержания; с пониманием нужной/интересующей/запрашиваемой информации; с полным пониманием содержания текста.

Чтение с пониманием основного содержания текста предполагает умения: определять тему/основную мысль, выделять главные факты/события (опуская второстепенные); прогнозировать содержание текста по заголовку/началу текста; определять логическую последовательность главных фактов, событий; разбивать текст на относительно самостоятельные смысловые части; озаглавливать текст/его отдельные части; игнорировать незнакомые слова, несущественные для понимания основного содержания; понимать интернациональные слова.

Чтение с пониманием нужной/интересующей/запрашиваемой информации предполагает умение находить прочитанном тексте и понимать запрашиваемую информацию, представленную в эксплицитной (явной) и имплицитной форме (неявной) форме; оценивать найденную информацию с точки зрения её значимости для решения коммуникативной задачи.

Чтение несплошных текстов (таблиц, диаграмм, схем) и понимание представленной в них информации.

Чтение с *полным пониманием содержания* несложных аутентичных текстов, содержащих отдельные неизученные языковые явления. В ходе чтения с полным пониманием формируются и развиваются умения полно и точно понимать текст на основе его информационной переработки (смыслового и структурного анализа отдельных частей текста, выборочного перевода); устанавливать причинно-следственную взаимосвязь изложенных в тексте фактов и событий, восстанавливать текст из

разрозненных абзацев или путём добавления выпущенных фрагментов.

Тексты для чтения: диалог (беседа), интервью, рассказ, отрывок из художественного произведения, статья научно-популярного характера, сообщение информационного характера, объявление, памятка, инструкция, электронное сообщение личного характера, стихотворение; несплошной текст (таблица, диаграмма).

Языковая сложность текстов для чтения должна соответствовать базовому уровню (A2 — допороговому уровню по общеевропейской шкале).

Объём текста/текстов для чтения — 500—600 слов.

Письменная речь

Развитие умений письменной речи:

составление плана/тезисов устного или письменного сообщения;

заполнение анкет и формуляров: сообщение о себе основных сведений в соответствии с нормами, принятыми в стране/странах изучаемого языка;

написание электронного сообщения личного характера: сообщать краткие сведения о себе, излагать различные события, делиться впечатлениями, выражать благодарность/извинение/просьбу, запрашивать интересующую информацию; оформлять обращение, завершающую фразу и подпись в соответствии с нормами неофициального общения, принятыми в стране/странах изучаемого языка. Объём письма — до 120 слов;

создание небольшого письменного высказывания с опорой на образец, план, таблицу и/или прочитанный/прослушанный текст. Объём письменного высказывания — до 120 слов;

заполнение таблицы с краткой фиксацией содержания прочитанного/прослушанного текста;

преобразование таблицы, схемы в текстовый вариант представления информации;

письменное представление результатов выполненной проектной работы (объём — 100—120 слов).

Языковые знания и умения

Фонетическая сторона речи

Различение на слух и адекватное, без фонематических ошибок, ведущих к сбою в коммуникации, произнесение слов с со-

блюдением правильного ударения и фраз с соблюдением их ритмико-интонационных особенностей, в том числе отсутствия фразового ударения на служебных словах; чтение новых слов согласно основным правилам чтения.

Выражение модального значения, чувства и эмоции.

Различение на слух британского и американского вариантов произношения в прослушанных текстах или услышанных высказываниях.

Чтение вслух небольших текстов, построенных на изученном языковом материале, с соблюдением правил чтения и соответствующей интонации, демонстрирующее понимание текста.

Тексты для чтения вслух: сообщение информационного характера, отрывок из статьи научно-популярного характера, рассказ, диалог (беседа).

Объём текста для чтения вслух — до 110 слов.

Графика, орфография и пунктуация

Правильное написание изученных слов.

Правильное использование знаков препинания: точки, вопросительного и восклицательного знаков в конце предложения; запятой при перечислении и обращении; при вводных словах, обозначающих порядок мыслей и их связь (например, в английском языке: firstly/first of all, secondly, finally; on the one hand, on the other hand); апострофа.

Пунктуационно правильное, в соответствии с нормами речевого этикета, принятыми в стране/странах изучаемого языка, оформление электронного сообщения личного характера.

Лексическая сторона речи

Распознавание в письменном и звучащем тексте и употребление в устной и письменной речи лексических единиц (слов, словосочетаний, речевых клише), обслуживающих ситуации общения в рамках тематического содержания речи, с соблюдением существующей в английском языке нормы лексической сочетаемости.

Распознавание в звучащем и письменном тексте и употребление в устной и письменной речи различных средств связи для обеспечения логичности и целостности высказывания.

Объём — 1200 лексических единиц для продуктивного использования (включая 1050 лексических единиц, изученных ранее) и 1350 лексических единиц для рецептивного усвоения (включая 1200 лексических единиц продуктивного минимума).

Основные способы словообразования:

а) аффиксация:

глаголов с помощью префиксов under-, over-, dis-, mis-;

имён прилагательных с помощью суффиксов -able/-ible;

имён существительных с помощью отрицательных префиксов in-/im-;

б) словосложение:

образование сложных существительных путём соединения основы числительного с основой существительного с добавлением суффикса -ed (eight-legged);

образование сложных существительных путём соединения основ существительных с предлогом: father-in-law);

образование сложных прилагательных путём соединения основы прилагательного с основой причастия настоящего времени (nice-looking);

образование сложных прилагательных путём соединения основы прилагательного с основой причастия прошедшего времени (well-behaved);

в) конверсия:

образование глагола от имени прилагательного (cool — to cool).

Многозначность лексических единиц. Синонимы. Антонимы. Интернациональные слова. Наиболее частотные фразовые глаголы. Сокращения и аббревиатуры.

Различные средства связи в тексте для обеспечения его целостности (firstly, however, finally, at last, etc.).

Грамматическая сторона речи

Распознавание в письменном и звучащем тексте и употребление в устной и письменной речи изученных морфологических форм и синтаксических конструкций английского языка.

Предложения со сложным дополнением (Complex Object) (I want to have my hair cut.).

Условные предложения нереального характера (Conditional II).

Конструкции для выражения предпочтения I prefer .../I'd prefer .../I'd rather

Конструкция I wish

Предложения с конструкцией either ... or, neither ... nor.

Глаголы в видо-временных формах действительного залога в изъявительном наклонении (Present/Past/Future Simple Tense; Present/Past Perfect Tense; Present/Past Continuous Tense, Future-in-the-Past) и наиболее употребительных формах

страдательного залога (Present/Past Simple Passive; Present Perfect Passive).

Порядок следования имён прилагательных (nice long blond hair).

Социокультурные знания и умения

Осуществление межличностного и межкультурного общения с использованием знаний о национально-культурных особенностях своей страны и страны/стран изучаемого языка, основных социокультурных элементов речевого поведенческого этикета в англоязычной среде; знание и использование в устной и письменной речи наиболее употребительной тематической фоновой лексики и реалий в рамках отобранного тематического содержания (основные национальные праздники, традиции, обычаи; традиции в питании и проведении досуга, система образования).

Знание социокультурного портрета родной страны и страны/стран изучаемого языка: знакомство с традициями проведения основных национальных праздников (Рождества, Нового года, Дня матери, Дня благодарения и т. д.); с особенностями образа жизни и культуры страны/стран изучаемого языка (известными достопримечательностями; некоторыми выдающимися людьми); с доступными в языковом отношении образцами поэзии и прозы для подростков на английском языке.

Формирование элементарного представления о различных вариантах английского языка.

Осуществление межличностного и межкультурного общения с использованием знаний о национально-культурных особенностях своей страны и страны/стран изучаемого языка.

Соблюдение нормы вежливости в межкультурном общении.

Развитие умений:

писать свои имя и фамилию, а также имена и фамилии своих родственников и друзей на английском языке;

правильно оформлять свой адрес на английском языке (в анкете);

правильно оформлять электронное сообщение личного характера в соответствии с нормами неофициального общения, принятыми в стране/странах изучаемого языка;

кратко представлять Россию и страну/страны изучаемого языка;

кратко представлять некоторые культурные явления родной страны и страны/стран изучаемого языка (основные нацио-

нальные праздники, традиции в проведении досуга и питания, достопримечательности);

кратко представлять некоторых выдающихся людей родной страны и страны/стран изучаемого языка (учёных, писателей, поэтов, художников, композиторов, музыкантов, спортсменов и т. д.);

оказывать помощь зарубежным гостям в ситуациях повседневного общения (объяснить местонахождение объекта, сообщить возможный маршрут, уточнить часы работы и т. д.).

Компенсаторные умения

Использование при чтении и аудировании языковой, в том числе контекстуальной, догадки; при говорении и письме — перифраза/толкования, синонимических средств, описание предмета вместо его названия; при непосредственном общении догадываться о значении незнакомых слов с помощью используемых собеседником жестов и мимики.

Переспрашивать, просить повторить, уточняя значение незнакомых слов.

Использование в качестве опоры при порождении собственных высказываний ключевых слов, плана.

Игнорирование информации, не являющейся необходимой, для понимания основного содержания прочитанного/прослушанного текста или для нахождения в тексте запрашиваемой информации.

Сравнение (в том числе установление основания для сравнения) объектов, явлений, процессов, их элементов и основных функций в рамках изученной тематики.

ПЛАНИРУЕМЫЕ РЕЗУЛЬТАТЫ ОСВОЕНИЯ УЧЕБНОГО ПРЕДМЕТА «ИНОСТРАННЫЙ (АНГЛИЙСКИЙ) ЯЗЫК»

Изучение иностранного языка в основной школе направлено на достижение обучающимися результатов, отвечающих требованиям ФГОС к освоению основной образовательной программы основного общего образования.

Личностные результаты освоения программы основного общего образования достигаются в единстве учебной и воспитательной деятельности Организации в соответствии с традицион-

ными российскими социокультурными и духовно-нравственными ценностями, принятыми в обществе правилами и нормами поведения и способствуют процессам самопознания, самовоспитания и саморазвития, формирования внутренней позиции личности.

ЛИЧНОСТНЫЕ РЕЗУЛЬТАТЫ

Личностные результаты освоения программы основного общего образования достигаются в единстве учебной и воспитательной деятельности Организации в соответствии с традиционными российскими социокультурными и духовно-нравственными ценностями, принятыми в обществе правилами и нормами поведения, и способствуют процессам самопознания, самовоспитания и саморазвития, формирования внутренней позиции личности.

Личностные результаты освоения программы основного общего образования должны отражать готовность обучающихся руководствоваться системой позитивных ценностных ориентаций и расширение опыта деятельности на её основе и в процессе реализации основных направлений воспитательной деятельности, в том числе в части:

Гражданского воспитания:

готовность к выполнению обязанностей гражданина и реализации его прав, уважение прав, свобод и законных интересов других людей;

активное участие в жизни семьи, Организации, местного сообщества, родного края, страны;

неприятие любых форм экстремизма, дискриминации;

понимание роли различных социальных институтов в жизни человека;

представление об основных правах, свободах и обязанностях гражданина, социальных нормах и правилах межличностных отношений в поликультурном и многоконфессиональном обществе;

представление о способах противодействия коррупции;

готовность к разнообразной совместной деятельности, стремление к взаимопониманию и взаимопомощи, активное участие в школьном самоуправлении;

готовность к участию в гуманитарной деятельности (волонтерство, помощь людям, нуждающимся в ней).

Патриотического воспитания:

осознание российской гражданской идентичности в поликультурном и многоконфессиональном обществе, проявление интереса к познанию родного языка, истории, культуры Российской Федерации, своего края, народов России;

ценностное отношение к достижениям своей Родины – России, к науке, искусству, спорту, технологиям, боевым подвигам и трудовым достижениям народа;

уважение к символам России, государственным праздникам, историческому и природному наследию и памятникам, традициям разных народов, проживающих в родной стране.

Духовно-нравственного воспитания:

ориентация на моральные ценности и нормы в ситуациях нравственного выбора;

готовность оценивать своё поведение и поступки, поведение и поступки других людей с позиции нравственных и правовых норм с учётом осознания последствий поступков;

активное неприятие асоциальных поступков, свобода и ответственность личности в условиях индивидуального и общественного пространства.

Эстетического воспитания:

восприимчивость к разным видам искусства, традициям и творчеству своего и других народов, понимание эмоционального воздействия искусства; осознание важности художественной культуры как средства коммуникации и самовыражения;

понимание ценности отечественного и мирового искусства, роли этнических культурных традиций и народного творчества;

стремление к самовыражению в разных видах искусства.

Физического воспитания, формирования культуры здоровья и эмоционального благополучия:

осознание ценности жизни;

ответственное отношение к своему здоровью и установка на здоровый образ жизни (здоровое питание, соблюдение гигиенических правил, сбалансированный режим занятий и отдыха, регулярная физическая активность);

осознание последствий и неприятие вредных привычек (употребление алкоголя, наркотиков, курение) и иных форм вреда для физического и психического здоровья;

соблюдение правил безопасности, в том числе навыков безопасного поведения в интернет-среде;

способность адаптироваться к стрессовым ситуациям и меняющимся социальным, информационным и природным усло-

виям, в том числе осмысляя собственный опыт и выстраивая дальнейшие цели;

умение принимать себя и других, не осуждая;

умение осознавать эмоциональное состояние себя и других, умение управлять собственным эмоциональным состоянием;

сформированность навыка рефлексии, признание своего права на ошибку и такого же права другого человека.

Трудового воспитания:

установка на активное участие в решении практических задач (в рамках семьи, Организации, города, края) технологической и социальной направленности, способность инициировать, планировать и самостоятельно выполнять такого рода деятельность;

интерес к практическому изучению профессий и труда различного рода, в том числе на основе применения изучаемого предметного знания;

осознание важности обучения на протяжении всей жизни для успешной профессиональной деятельности и развитие необходимых умений для этого;

готовность адаптироваться в профессиональной среде;

уважение к труду и результатам трудовой деятельности;

осознанный выбор и построение индивидуальной траектории образования и жизненных планов с учётом личных и общественных интересов и потребностей.

Экологического воспитания:

ориентация на применение знаний из социальных и естественных наук для решения задач в области окружающей среды, планирования поступков и оценки их возможных последствий для окружающей среды;

повышение уровня экологической культуры, осознание глобального характера экологических проблем и путей их решения;

активное неприятие действий, приносящих вред окружающей среде;

осознание своей роли как гражданина и потребителя в условиях взаимосвязи природной, технологической и социальной сред;

готовность к участию в практической деятельности экологической направленности.

Ценности научного познания:

ориентация в деятельности на современную систему научных представлений об основных закономерностях развития челове-

ка, природы и общества, взаимосвязях человека с природной и социальной средой;

овладение языковой и читательской культурой как средством познания мира;

овладение основными навыками исследовательской деятельности, установка на осмысление опыта, наблюдений, поступков и стремление совершенствовать пути достижения индивидуального и коллективного благополучия.

Личностные результаты, обеспечивающие адаптацию обучающегося к изменяющимся условиям социальной и природной среды, включают:

освоение обучающимися социального опыта, основных социальных ролей, соответствующих ведущей деятельности возраста, норм и правил общественного поведения, форм социальной жизни в группах и сообществах, включая семью, группы, сформированные по профессиональной деятельности, а также в рамках социального взаимодействия с людьми из другой культурной среды;

способность обучающихся взаимодействовать в условиях неопределённости, открытость опыту и знаниям других;

способность действовать в условиях неопределённости, повышать уровень своей компетентности через практическую деятельность, в том числе умение учиться у других людей, осознавать в совместной деятельности новые знания, навыки и компетенции из опыта других;

навык выявления и связывания образов, способность формирования новых знаний, в том числе способность формулировать идеи, понятия, гипотезы об объектах и явлениях, в том числе ранее не известных, осознавать дефицит собственных знаний и компетентностей, планировать своё развитие;

умение распознавать конкретные примеры понятия по характерным признакам, выполнять операции в соответствии с определением и простейшими свойствами понятия, конкретизировать понятие примерами, использовать понятие и его свойства при решении задач (далее — оперировать понятиями), а также оперировать терминами и представлениями в области концепции устойчивого развития;

умение анализировать и выявлять взаимосвязи природы, общества и экономики;

умение оценивать свои действия с учётом влияния на окружающую среду, достижений целей и преодоления вызовов, возможных глобальных последствий;

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 инфор- мацию, представленную в сплошных текстах (таблице). <i>Работать с информацией, представленной в раз- ных 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. <i>Фиксировать нужную информацию.</i>
8	Природа: дикие и домашние животные. Погода (10 часов)	
9	Родной город/ село. Транспорт (10 часов)	
10	Родная страна и страна/страны изучаемого языка. Их географиче- ское положение, столицы, досто- примечательно- сти, культурные особенности (национальные праздники, традиции, обы- чай) (10 часов)	

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11	Выдающиеся люди родной страны и страны/ стран изучаемого языка: писатели, поэты (6 часов) Итого: 102 часа		<p>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). Различать коммуникативный тип предложения по его интонации. Членить предложение на смысловые группы</p> <p>Орфография и пунктуация Правильно писать изученные слова. Вставлять пропущенные буквы в слове. 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>). 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, anybody, anyone, everybody, 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 неизвестных слов по сходству с русским языком, по словообразовательным элементам, по контексту.
8	Природа: дикие и домашние животные. Климат, погода (7 часов)		Понимать интернациональные слова в контексте. Игнорировать неизвестные слова, не мешающие понимать основное содержание текста. <i>Пользоваться сносками и лингвострановедческим справочником.</i> <i>Находить значение неизвестных слов в двуязычном словаре учебника.</i>
9	Жизнь в городе/сельской местности. Описание родного города/села. Транспорт (10 часов)		Читать про себя и понимать запрашиваемую информацию, представленную в неплотных текстах (таблице, диаграмме). <i>Работать с информацией, представленной в разных формах (текст, рисунок, таблица).</i> Письменная речь Восстанавливать предложение, текст в соответствии с решаемой учебной/коммуникативной задачей. Заполнять анкеты и формуляры: сообщать о себе основные сведения.
10	Родная страна и страна/страны изучаемого языка. Их географическое		Писать электронное сообщение личного характера: сообщать краткие сведения о себе и запрашивать аналогичную информацию о друге по переписке; выражать благодарность, извинения.

	<p>положение, столицы, население; официальные языки; достопримечательности; культурные особенности (национальные праздники, традиции, обычаи) (10 часов)</p>	<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.</p>
<p>11 Выдающиеся люди родной страны/ны и страны/стран изучаемого языка: учёные, писатели, поэты (10 часов) Итого: 102 часа</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). 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>

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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>
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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). Многозначные лексических единиц. Синонимы. Антонимы. Интернациональные слова. Наиболее частотные фразовые глаголы. Различные средства связи для обеспечения логичности и целостности. Имена существительные, образованные с помощью суффиксов: -ness, -ment. Имена прилагательные, образованные с помощью суффиксов: -ly, -ous, -y. Имена прилагательные и наречия, образованные с помощью префиксов: in-/im-. Сложные прилагательные,	Диалогическая речь Составлять комбинированный диалог, включающий различные виды диалога, в соответствии с поставленной коммуникативной задачей/с опорой на образец, опорой на речевые ситуации, ключевые слова, и/или иллюстрации, фотографии. Монологическая речь Высказываться о фактах, событиях, используя основные типы речи (описание/характеристика, повествование/сообщение) сопорой на ключевые слова, план, вопросы, таблицу и/или иллюстрации, фотографии. <i>Описывать объект, человека/литературного персонажа по определённой схеме.</i> Передавать содержание прочитанного/прослушанного текста с опорой вопросы, план, ключевые слова и/или иллюстрации, фотографии. Выражать и аргументировать своё отношение к прочитанному/услышанному. <i>Переспрашивать, просить повторить, уточняя значение незнакомых слов.</i> Кратко излагать результаты выполненной проектной работы.

2	Внешность и характер человека/литературного персонажа (7 часов)	образованные путём соединения основы прилагательного с основой существительного с добавлением суффикса -ed . Предложения со сложным дополнением (Complex Object). (I want you to do it.). Условные предложения реального (Conditional 0, Conditional I) характера. Предложения с конструкцией to be going to + инфинитив и формы Future Simple Tense и Present Continuous Tense для выражения будущего действия. Конструкция used to + инфинитив глагола. Глаголы в наиболее употребительных формах страдательного залога (Present / Past Simple Passive). Предлоги, употребляемые с глаголами в страдательном залоге. Модальный глагол might. Наречия, совпадающие по форме с прилагательными	<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. 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 неизвестные слова, находить и полно и точно понимать запрашиваемую информацию, представленную в явном виде.</p> <p><i>Использование внешних формальных элементов текста (подзаголовки, иллюстрации, сноски) для понимания основного содержания прочитанного текста.</i></p> <p>Догадываться о значении неизвестных слов по сходству с русским языком, по словообразовательным элементам, по контексту.</p> <p>Понимать интернациональные слова в контексте.</p> <p>Игнорировать неизвестные слова, не мешающие понимать основное содержание текста.</p> <p><i>Пользоваться сносками и лингвострановедческим справочником.</i></p> <p><i>Находить значение неизвестных слов в двуязычном словаре.</i></p>

7	Каникулы в различное время года. Виды отдыха. Путешествия по России и зарубежным странам (10 часов)	<p>Осознавать цель чтения и выбирать в соответствии с ней нужный вид чтения (с пониманием основного содержания, с выборочным пониманием запрашиваемой информации). Читать про себя и понимать запрашиваемую информацию, представленную в сплошных текстах (таблицах, диаграммах). Работать с информацией, представленной в разных форматах (текст, рисунок, таблица).</p> <p>Письменная речь Списывать текст и выписывать из него слова, словосочетания, предложения в соответствии с решаемой коммуникативной задачей. Восстанавливать предложение, текст в соответствии с решаемой учебной задачей. Составлять план прочитанного текста; заполнять анкеты и формуляры: сообщать о себе основные сведения. Писать электронное сообщение личного характера: сообщать краткие сведения о себе и запрашивать аналогичную информацию о других по переписке; выражать благодарность, извинения, просьбу; оформлять обращение, завершающую фразу и подписать в соответствии с нормами неофициального общения, принятыми в стране/странах изучаемого языка. Писать небольшое письменное высказывание с опорой на образец, план, иллюстрацию, таблицу. Фиксировать нужную информацию. Фонетическая сторона речи Различать на слух и адекватно произносить все</p>
8	Природа: дикие и домашние животные. Климат, погода (7 часов)	
9	Жизнь в городе и сельской местности. Описание родного города/села. Транспорт (6 часов)	
10	Средства массовой информации. Телевидение. Журналы. Интернет (5 часов)	

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11	Родная страна и страна/страны изучаемого языка. Их географическое положение, столицы; население; официальные языки; достопримечательности; культурные особенности (национальные праздники, традиции, обычаи) (10 часов)		<p>звуки английского языка, соблюдая нормы произнесения звуков.</p> <p>Соблюдать правильное ударение в изолированном слове, фразе.</p> <p>Соблюдать правило отсутствия ударения на служебных словах (артиклах, союзах, предлогах).</p> <p>Различать коммуникативный тип предложения по его интонации.</p> <p>Членить предложение на смысловые группы. Корректно произносить предложения с точки зрения их ритмико-интонационных особенностей (побудительное предложение; общий, специальный, альтернативный и разделительный вопросы).</p> <p>Соблюдать интонацию перечисления.</p> <p>Воспроизводить слова по транскрипции. <i>Оперировать полученными фонетическими сведениями из словаря в чтении вслух и при говорении.</i></p> <p>Читать вслух небольшие аутентичные тексты, построенные на изученном языковом материале, с соблюдением правил чтения и соответствующей интонацией, демонстрируя понимание текста.</p> <p>Орфография и пунктуация</p> <p>Правильно писать изученные слова.</p>

12	<p>Выдающиеся люди родной страны и страны/стран изучаемого языка: учёные, писатели, поэты, спортсмены (10 часов)</p> <p>Итого: 102 часа</p>	<p>Соотносить графический образ слова с его звуковым образом.</p> <p>Правильно расставлять знаки препинания: запятую при перечислении и обращения; апостроф; точку, вопросительный и восклицательный знак и в конце предложения.</p> <p>Расставлять в электронном сообщении личного характера знаки препинания, диктуемые его форматом, в соответствии с нормами, принятыми в стране изучаемого языка.</p> <p>Лексическая сторона речи</p> <p>Узнавать в устном и письменном тексте и употреблять в речи изученные лексические единицы (слова, словосочетания, речевые клише); синонимы, антонимы, наиболее частотные фразовые глаголы в соответствии с ситуацией общения.</p> <p>Узнавать простые словообразовательные элементы (суффиксы, префиксы).</p> <p>Опираясь на языковую догадку в процессе чтения и аудирования (интернациональные слова; слова, образованные путем аффиксации, словосложения).</p> <p>Распознавать и употреблять различные средства связи для обеспечения логичности и целостности высказывания.</p> <p>Грамматическая сторона речи</p> <p>Воспроизводить основные коммуникативные типы предложений. Соблюдать порядок слов в предложении.</p> <p>Распознавать и употреблять в устной и письменной речи изученные морфологические формы и синтаксические конструкции английского языка в рамках</p>
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№	Программная тема, число часов на её изучение (Тематика общения)	Языковой (лексико-грамматический) материал	Характеристика деятельности (учебной, познавательной, речевой) <i>Курсивом выделены универсальные учебные действия</i>
			<p>тематического содержания речи в соответствии с решаемой коммуникативной задачей (см. левую колонку таблицы).</p> <p><i>Распознавать в письменном тексте и дифференцировать слова по определённым признакам (существительные, прилагательные, смысловые глаголы).</i></p> <p>Социокультурные знания и умения</p> <p>Использовать отдельные социокультурные элементы речевого поведенческого этикета в стране/странах изучаемого языка в отобранных ситуациях общения («В городе», «Проведение досуга», «Во время путешествия» и др.).</p> <p>Знать и использовать в устной и письменной речи наиболее употребительную тематическую фоновую лексику и реалии в рамках отобранного тематического содержания.</p> <p>Владеть базовыми знаниями о социокультурном портрете родной страны и страны/стран изучаемого языка.</p> <p>Кратко представлять Россию и страну/страны изучаемого языка: некоторые культурные явления; наиболее известные достопримечательности.</p> <p>Кратко рассказывать о выдающихся людях родной страны и страны/стран изучаемого языка.</p>

8 класс (102 часа)

№	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.
2	Внешность и характер человека/литературного персонажа (5 часов)	Имена прилагательные, образованные при помощи префикса inter-. Образование родственных слов посредством конверсии: имени существительного от неопределённой формы глагола (to walk — a walk); глагола от имени	<i>Описывать объект, человека/литературного персонажа по определённой схеме.</i> Передавать содержание прочитанного/прослушанного текста с опорой на вопросы, план, ключевые слова и/или иллюстрации, фотографии. Выражать и аргументировать своё отношение к прочитанному/услышанному. Составлять рассказ по картинкам. Кратко излагать результаты выполненной проектной работы.
3	Досуг и увлечения/хобби современного подростка (чтение, кино, театр, музей, спорт, музыка) (10 часов)		

№	Программная тема, число часов на её изучение (Тематика общения)	Языковой (лексико-грамматический) материал	Характеристика деятельности (учебной, познавательной, речевой) <i>Курсивом выделены универсальные учебные действия</i>
4	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; языки; достопримечательности, культурные особенности (национальные праздники, традиции, обычаи) (10 часов)	Отрицательные местоимения no (и его производные nobody, nothing, etc.), none.	<p><i>её значимости для решения коммуникативной задачи.</i></p> <p>Читать про себя и понимать нужную/интересующую/запрашиваемую информацию, представленную в несложных текстах (таблицах, диаграммах, схемах).</p> <p><i>Работать с информацией, представленной в разных форматах (текст, рисунок, таблица).</i></p> <p>Читать с полным пониманием содержания несложные аутентичные тексты, содержащие отдельные незнакомые языковые явления.</p> <p>Полно и точно понимать прочитанный текст на основе его информативной переработки (смыслового и структурного анализа отдельных частей текста, выборочного перевода).</p> <p><i>Восстанавливать текст из разрозненных абзацев.</i></p> <p><i>Устанавливать причинно-следственную взаимосвязь фактов и событий, изложенных в тексте.</i></p> <p><i>Осознавать цель чтения и выбирать в соответствии с ней нужный вид чтения (с пониманием основного содержания, с выборочным пониманием запрашиваемой информации, с полным пониманием).</i></p>
12	Выдающиеся люди родной страны и страны/стран изучаемого языка: учёные, писатели, поэты,		

	<p>художники, музыканты, спортсмены (10 часов)</p> <p>Итого: 102 часа</p>		<p><i>Использование внешних формальных элементов текста (подзаголовки, иллюстрации, сноски) для понимания основного содержания прочитанного текста.</i></p> <p>Догадываться о значении незнакомых слов по сходству с русским языком, по словообразовательным элементам, по контексту.</p> <p>Понимать интернациональные слова в контексте.</p> <p><i>Использоваться сносками и лингвострановедческим справочником.</i></p> <p><i>Находить значение отдельных незнакомых слов в двуязычном словаре.</i></p> <p>Письменная речь</p> <p>Составлять план/тезисы устного или письменного сообщения.</p> <p>Заполнять анкеты и формуляры: сообщать о себе основные сведения.</p> <p>Писать электронное сообщение личного характера: сообщать краткие сведения о себе и запрашивать аналогичную информацию о друге по переписке; излагать различные события, делиться впечатлениями; выразить благодарность, извинения, просьбу.</p> <p>Писать небольшое письменное высказывание с опорой на образец, план, иллюстрацию, таблицу и/или прочитанный/прослушанный текст.</p> <p><i>Фиксировать нужную информацию.</i></p> <p>Фонетическая сторона речи</p> <p>Различать на слух и адекватно произносить все звуки английского языка, соблюдая нормы произнесения звуков.</p>
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№	Программная тема, число часов на её изучение (Тематика общения)	Языковой (лексико-грамматический) материал	Характеристика деятельности (учебной, познавательной, речевой) <i>Курсивом выделены универсальные учебные действия</i>
			<p>Соблюдать правильное ударение в изолированном слове, фразе.</p> <p>Соблюдать правило отсутствия ударения на служебных словах (артиклах, союзах, предлогах).</p> <p>Различать коммуникативный тип предложения по его интонации.</p> <p>Членить предложение на смысловые группы.</p> <p>Корректно произносить предложения с точки зрения их ритмико-интонационных особенностей (побудительное предложение; общий, специальный, альтернативный и разделительный вопросы).</p> <p>Соблюдать интонацию перечисления.</p> <p>Воспроизводить слова по транскрипции.</p> <p><i>Оперировать полученными фонетическими сведениями из словаря в чтении вслух и при говорении.</i></p> <p>Читать вслух небольшие аутентичные тексты, построенные на изученном языковом материале, с соблюдением правил чтения и соответствующей интонацией, демонстрируя понимание текста.</p> <p>Орфография и пунктуация</p> <p>Правильно писать изученные слова.</p> <p>Соотносить графический образ слова с его звуковым образом.</p>

		<p>Правильно расставлять знаки препинания: запятую при перечислении и обращения; апостроф; точку, вопросительный и восклицательный знак и в конце предложения.</p> <p>Расставлять в электронном сообщении личного характера знаки препинания, диктуемые его форматом, в соответствии с нормами, принятыми в стране изучаемого языка.</p> <p>Лексическая сторона речи</p> <p>Узнавать в устном и письменном тексте и употреблять в речи изученные лексические единицы (слова, словосочетания, речевые клише); синонимы, антонимы, наиболее частотные фразовые глаголы, сокращения и аббревиатуры в соответствии с ситуацией общения.</p> <p>Узнавать простые словообразовательные элементы (суффиксы, префиксы).</p> <p>Выбирать нужное значение многозначного слова.</p> <p>Опирается на языковую догадку в процессе чтения и аудирования (интернациональные слова; слова, образованные путем аффиксации, словосложения, конверсии).</p> <p>Распознавать и употреблять различные средства связи для обеспечения логичности и целостности высказывания.</p> <p>Грамматическая сторона речи</p> <p>Распознавать и употреблять в устной и письменной речи изученные морфологические формы и синтаксические конструкции английского языка в рамках тематического содержания речи в соответствии с решаемой коммуникативной задачей (см. левую</p>
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№	Программная тема, число часов на её изучение (Тематика общения)	Языковой (лексико-грамматический) материал	Характеристика деятельности (учебной, познавательной, речевой) <i>Курсивом выделены универсальные учебные действия</i>
			<p>колонку таблицы).</p> <p>Социокультурные знания и умения</p> <p>Осуществлять межличностное и межкультурное общение, с использованием знаний о национально-культурных особенностях своей страны и страны/стран изучаемого языка и основных социокультурных элементов речевого поведенческого этикета в англоязычной среде в рамках тематического содержания речи.</p> <p>Использовать в устной и письменной речи наиболее употребительной тематической фоновой лексики и реалий в рамках тематического содержания.</p> <p>Владеть базовыми знаниями о социокультурном портрете родной страны и страны/стран изучаемого языка.</p> <p>Кратко представлять Россию и страну/страны изучаемого языка (культурные явления и события; достопримечательности);</p> <p>Кратко рассказывать о некоторых выдающихся людях родной страны и страны/стран изучаемого языка.</p> <p>Оказывать помощь зарубежным гостям в ситуациях повседневного общения (объяснить местонахождение</p>

			<p>объекта, сообщить возможный маршрут и т. д.). <i>Находить сходство и различие в традициях родной страны и страны/стран изучаемого языка.</i> <i>Систематизировать и анализировать полученную информацию.</i></p>
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9 класс (102 часа)

№	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 логики и целостности высказывания. Глаголы, образованные с помощью префиксов: dis-, mis-, over-, under-. Имена прилагательные, образованные с помощью суффиксов: -able/-ible. Имена существительные, образованные с помощью префиксов: in-/im-. Сложные существительные, образованные путём соединения основы числи-	Диалогическая речь <i>Составлять комбинированный диалог, включающий различные виды диалога, в соответствии с поставленной коммуникативной задачей с опорой на речевые ситуации, ключевые слова, и/или иллюстрации, фотографии или без опор.</i> Выражать свою точку зрения и обосновывать её, высказывать своё согласие/несогласие с точкой зрения собеседника, выражать сомнение, давать эмоциональную оценку обсуждаемым событиям: восхищение, удивление, радость, огорчение и т. д.). <i>Переспрашивать, просить повторить, уточняя значение незнакомых слов.</i> Монологическая речь Высказываться о фактах, событиях, используя основные типы речи (описание/характеристика, повествование/сообщение, рассуждение) с опорой на ключевые слова, план, вопросы, таблицу и/или иллюстрации, фотографии. <i>Описывать объект, человека/литературного персонажа по плану.</i> Передавать содержание, основную мысль прочитанного/прослушанного текста с опорой на вопросы, план, ключевые слова и/или иллюстрации, фотографии.
2	Внешность и характер человека/литературного персонажа (7 часов)		
3	Досуг и увлечения/хобби современного подростка (чтение, кино, театр, музыка, музей, спорт, живопись; компьютерные игры). Роль книги		

	в жизни подростка (10 часов)	тельного с основной существительного с добавлением суффикса -ed. Сложные существительные, образованные путём соединения основы существительного с предлогом. Сложные прилагательные, образованные путём соединения основы прилагательного с основной причастия настоящего времени. Сложные прилагательные, образованные путём соединения основы прилагательного с основной причастия прошедшего времени. Глаголы, образованные при помощи конверсии от имени прилагательного. Предложения со сложным дополнением (Complex Object) (I want to have my hair cut.). Условные предложения нереального характера (Conditional II). Конструкции для выражения предпочтения	Выражать и аргументировать своё отношение к прочитанному/услышанному. Составлять рассказ с опорой на серию картинок. Кратко излагать результаты выполненной проектной работы. <i>Работать индивидуально и в группе при выполнении проектной работы.</i> <i>Использовать перифразирование, дефиницию, синонимические и антонимические средства в случае сбоя коммуникации, а также в условиях дефицита языковых средств.</i> Аудирование Понимать речь учителя по ведению урока. Распознавать на слух и понимать связанное высказывание учителя, одноклассника, построенное на знакомом языковом материале и/или содержащее некоторые незнакомые слова. Использовать переспрос или просьбу для уточнения отдельных деталей. Вербально/невербально реагировать на услышанное. Воспринимать на слух и понимать основное содержание несложных аутентичных текстов, содержащие отдельные неизученные языковые явления. <i>Определять тему, прослушанного текста. Выделять главные факты, опуская второстепенные.</i> <i>Прогнозировать содержание текста по началу сообщения.</i> Воспринимать на слух и понимать нужную/интересующую/запрашиваемую информацию в несложных аутентичных текстах, содержащих отдельные неизученные языковые явления.
4	Здоровый образ жизни. Режим труда и отдыха. Фитнес. Сбалансированное питание. Посещение врача (10 часов)		
5	Покупки: одежда, обувь и продукты питания. Карманные деньги. Молодёжная мода (7 часов)		
6	Школа, школьная жизнь, изучаемые предметы и отношение к ним. Взаимоотношения в школе, проблемы и их решение. Переписка с зарубежными сверстниками (8 часов)		

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7	Виды отдыха в различное время года. Путешествия по России и зарубежным странам. Транспорти (10 часов)	I prefer.../I'd prefer.../I'd rather... Конструкция I wish ... Предложения с конструкцией either ... or, neither ... nor. Глаголы в форме страдательного залога (Present/Past Simple Passive; Present Perfect Passive). Порядок следования имён прилагательных (nice long blond hair).	Оценивать информацию с точки зрения её полезности/достоверности. Использовать языковую, в том числе контекстуальную, догадку при восприятии на слух текстов, содержащих незнакомые языковые явления. Игнорировать незнакомые языковые явления, не влияющие на понимание текста. Смысловое чтение Читать про себя и понимать основное содержание несложных аутентичных текстов, содержащих отдельные неизученные явления. <i>Определять тему/основную мысль прочитанного текста.</i> <i>Определять главные факты/события, опуская второстепенные.</i> <i>Прогнозировать содержание текста по заголовку/началу текста.</i> <i>Устанавливать логическую последовательность основных фактов, событий.</i> <i>Разбивать текст на относительно самостоятельные смысловые части. Соотносить текст/части текста с иллюстрациями.</i> <i>Оглавливать текст/его отдельные части.</i>
8	Природа: флора и фауна. Проблемы экологии. Защита окружающей среды. Климат, погода. Стихийные бедствия (10 часов)		
9	Средства массовой информации. Телевидение. Радио. Пресса. Интернет (10 часов)		

10	<p>Родная страна и страна/страны изучаемого языка. Их географическое положение, столицы и крупные города; регионы; население; официальное языки. Достопримечательности, культурные особенности (национальные праздники, знаменательные даты, традиции, обычаи); страницы истории (10 часов)</p>		<p>Игнорировать неизученные языковые явления, мешающие понимать основное содержание текста. Читать про себя и находить в несложных аутентичных текстах, содержащих отдельные неизученные языковые явления, нужную/интересующую/запрашиваемую информацию представленную в явном и неявном виде. <i>Оценивать найденную информацию с точки зрения её значимости для решения коммуникативной задачи.</i> Читать с полным пониманием содержания несложные аутентичные тексты, содержащие отдельные неизученные языковые явления. Полно и точно понимать прочитанный текст на основе его информационной переработки (смыслового и структурного анализа отдельных частей текста, выборочного перевода). <i>Восстанавливать текст из разрозненных абзацев или путём добавления выпущенных фрагментов. Осознавать цель чтения и выбирать в соответствии с ней нужный вид чтения (с пониманием основного содержания, с выборочным пониманием запрашиваемой информации, с полным пониманием).</i> <i>Использовать внешние формальные элементы текста (подзаголовки, иллюстрации, сноски) для понимания основного содержания прочитанного текста.</i> Читать про себя и понимать запрашиваемую информацию, представленную в несплошных текстах (таблицах, диаграммах).</p>
11	<p>Выдающиеся люди родной страны и страны/стран изучаемого языка, их вклад в науку и мировую культуру: государственные</p>		

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	<p>деятели, учёные, писатели, поэты, художники, музыканты, спортсмены (10 часов)</p> <p>Итого: 102 часа</p>		<p><i>Работать с информацией, представленной в разных формах (текст, рисунок, таблица).</i></p> <p>Догадываться о значении неизвестных слов по сходству с русским/родным языком, по словообразовательным элементам, по контексту.</p> <p>Понимать интернациональные слова в контексте.</p> <p><i>Пользоваться сносками и лингвострановедческим справочником.</i></p> <p><i>Находить значение отдельных неизвестных слов в двуязычном словаре.</i></p> <p>Письменная речь</p> <p>Составлять план, тезисы устного или письменного высказывания.</p> <p>Заполнять анкеты и формуляры: сообщать о себе основные сведения.</p> <p>Писать электронное сообщение личного характера: сообщать краткие сведения о себе и запрашивать аналогичную информацию о друге по переписке; излагать различные события, делиться впечатлениями; выражать благодарность, извинения, просьбу.</p> <p>Писать небольшое письменное высказывание с опорой на образец, план, иллюстрацию, таблицу и/или прочитанный/прослушанный текст.</p>

		<p>Заполнять таблицы: кратко фиксируя содержание прочитанного/прослушанного текста.</p> <p>Преобразовывать таблицу, схему в текстовый вариант представления информации.</p> <p>Письменно излагать результаты проектной деятельности.</p> <p>Фонетическая сторона речи</p> <p>Различать на слух и адекватно произносить все звуки английского языка, соблюдая нормы произнесения звуков. Соблюдать правильное ударение в изолированном слове, фразе.</p> <p>Соблюдать правило отсутствия ударения на служебных словах (артиклах, союзах, предлогах).</p> <p><i>Сравнивать и анализировать буквосочетания английского языка и их транскрипцию.</i></p> <p>Различать коммуникативный тип предложения по его интонации.</p> <p>Членить предложение на смысловые группы.</p> <p>Корректно произносить предложения с точки зрения их ритмико-интонационных особенностей (побудительное предложение; общий, специальный, альтернативный и разделительный вопросы). Соблюдать интонацию перечисления.</p> <p>Выражать модальное значение, чувств и эмоций.</p> <p>Различать на слух британский и американский варианты произношения в прослушанных текстах или услышанных высказываниях.</p> <p><i>Оперировать полученными фонетическими сведениями из словаря в чтении вслух и при говорении.</i></p> <p>Читать вслух небольшие аутентичные тексты, построенные на изученном языковом материале, с соблю-</p>
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			<p>дением правил чтения и соответствующей интонацией, демонстрируя понимание текста.</p> <p>Орфография и пунктуация</p> <p>Правильно писать изученные слова.</p> <p>Правильно ставить знаки препинания: запятую при перечислении и обращении; апостроф; точку, вопросительный и восклицательный знаки в конце предложения.</p> <p>Расставлять в электронном сообщении личного характера знаки препинания, диктуемые его форматом, в соответствии с нормами, принятыми в стране изучаемого языка.</p> <p>Лексическая сторона речи</p> <p>Узнавать в устном и письменном тексте и употреблять в речи изученные лексические единицы (слова, словосочетания, речевые клише); синонимы, антонимы, наиболее частотные фразовые глаголы, сокращения и аббревиатуры в соответствии с ситуацией общения.</p> <p>Узнавать простые словообразовательные элементы (суффиксы, префиксы).</p> <p>Выбирать нужное значение многозначного слова.</p> <p>Опирается на языковую догадку в процессе чтения</p>

		<p>и аудирования (интернациональные слова; слова, образованные путем аффиксации, словосложения, конверсии).</p> <p>Распознавать и употреблять различные средства связи для обеспечения логичности и целостности высказывания.</p> <p>Грамматическая сторона речи</p> <p>Воспроизводить основные коммуникативные типы предложений. Соблюдать порядок слов в предложении.</p> <p>Распознавать и употреблять в устной и письменной речи изученных морфологические формы и синтаксические конструкции английского языка в рамках тематического содержания речи в соответствии с решаемой коммуникативной задачей (см. левую колонку таблицы).</p> <p><i>Распознавать в письменном тексте и дифференцировать слова по определённым признакам (существительные, прилагательные, смысловые глаголы).</i></p> <p>Социокультурные знания и умения</p> <p>Осуществлять межличностное и межкультурное общение, с использованием знаний о национально-культурных особенностях своей страны и страны/стран изучаемого языка и основных социокультурных элементов речевого поведенческого этикета в англоязычной среде в рамках тематического содержания речи.</p> <p>Использовать в устной и письменной речи наиболее употребительную тематическую фоновую лексику и реалии в рамках отобранного тематического содержания.</p>
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			<p>Владеть базовыми знаниями о социокультурном портрете родной страны и страны/стран изучаемого языка.</p> <p>Представлять Россию и страну/страны изучаемого языка (культурные явления и события; достопримечательности).</p> <p>Кратко рассказывать о некоторых выдающихся людях родной страны и страны/стран изучаемого языка.</p> <p>Оказывать помощь зарубежным гостям в ситуациях повседневного общения (объяснить местонахождение объекта, сообщить возможный маршрут, уточнить часы работы и т. д.).</p> <p><i>Систематизировать и анализировать полученную информацию.</i></p>

При разработке рабочей программы в тематическом планировании должны быть учтены возможности использования электронных (цифровых) образовательных ресурсов, являющихся учебно-методическими материалами (мультимедийные программы, электронные учебники и 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.